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*The "Teaching of English" Series*

*General Editor*—SIR HENRY NEWBOLT

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ENGLISH  
SPOKEN AND WRITTEN  
Part II





DESIDERIUS ERASMUS

*From a pen drawing after the Holbein portrait  
by E. Heber Thompson*



# ❧ ENGLISH ❧

## SPOKEN AND WRITTEN

A Graduated Course  
for Schools in Four Parts

by  
RICHARD WILSON

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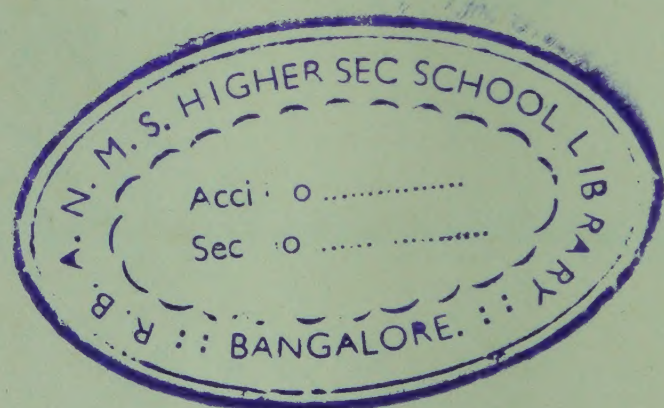
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*First Edition published May 1925*

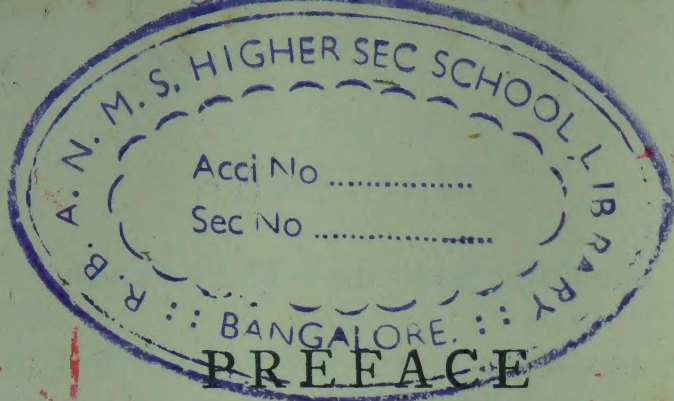
*Second Edition published October 1925*

*Third Edition published November 1925*

*Fourth Edition published November 1926*







THIS book continues the seemingly casual method of Part I. of the series, which encourages freedom of thought and expression by means of exercises in great variety ; but it also embodies an attempt to create a sense of order in spoken and written language without suggesting the " shades of the prison-house " of formal grammar. The portrait of Erasmus, and the reference to him on page 124, are intended to strike a keynote. Erasmus was a scholar whose human interests were not subordinated to his scholarship—a man who put the rules of grammar in their right place, and insisted, with Lyly, four centuries ago, upon a fact which was revived yesterday by Henry Sweet in the words : "Grammar, which is merely a commentary on the facts of language, must follow, not precede, the facts themselves as presented in sentences and connected texts."

A. H. Sayce insists upon the same truth : " Language is no artificial product, contained in books or dictionaries, and governed by the strict rules of impersonal grammarians. It is the living expression of the mind and spirit of a people ever changing and shifting, whose whole standard of correctness is custom and the common usage of the community. What is grammatically correct is what is accepted by the great body of those who speak a language, not what is laid down by the grammarians."

These chapters are meant for the use of pupils of eleven to twelve years of age, and under ordinary circumstances will provide material for a full year's work.



## CHAPTER I

## Speaking Exercise—The Friends

*Palamon.* Is there record of any two that loved  
Better than we do, Arcite ?

*Arcite.* Sure, there cannot.

*Palamon.* I do not think it possible our friendship  
Should ever leave us.

*Arcite.* Till our deaths it cannot ;  
And after death our spirits shall be led,  
To those that love eternally. Speak on, sir.

*Enter EMILIA and her WOMAN below.*

*Emilia.* This garden has a world of pleasures in 't.  
What flower is this ?

*Woman.* 'Tis called Narcissus, madam.

*Emilia.* That was a fair boy certain, but a fool  
To love himself : were there not maids enough ?

*Arcite.* Pray, forward.

*Palamon.* Yes.

*Emilia.* Or were they all hard-hearted ?

*Woman.* They could not be to one so fair.

*Emilia.* Thou wouldst not.

*Woman.* I think I should not, madam.

*Emilia.* That's a good wench !

But take heed to your kindness though !

*Woman.* Why, madam ?

*Emilia.* Men are mad things.

*Arcite.* Will ye go forward, cousin ?

*Emilia.* Canst not thou work such flowers in silk,  
wench ?

*Woman.* Yes.

*Emilia.* I have a gown full of 'em ; and of these ;  
This is a pretty colour : will 't not do  
Rarely upon a skirt, wench ?

*Woman.* Dainty, madam.



*Arcite.* Cousin, cousin ! how do you, sir ? Why,  
Palamon !

*Palamon.* Never till now I was in prison, *Arcite.*

*Arcite.* Why, what's the matter, man ?

*Palamon.* Behold, and wonder !

By Heaven, she is a goddess !

*Arcite.* Ha !

*Palamon.* Do reverence ;

She is a goddess, *Arcite* !

*Emilia.* Of all flowers,

Methinks a rose is best.

*Woman.* Why, gentle madam ?

*Emilia.* It is the very emblem of a maid :

For when the west wind courts her gently,

How modestly she blows, and paints the sun

With her chaste blushes ! when the north comes near  
her,

Rude and impatient, then, like chastity,

She locks her beauties in her bud again,

And leaves him to base briers.

*Arcite.* She's wondrous fair !

*Palamon.* She's all the beauty extant.

*Emilia.* The sun grows high ; let's walk in. Keep  
these flowers.

We'll see how near art can come near their colours.

I'm wondrous merry-hearted ; I could laugh now.

[*Exeunt EMILIA and WOMAN.*]

*Palamon.* What think you of this beauty ?

*Arcite.* 'Tis a rare one.

*Palamon.* Is 't but a rare one ?

*Arcite.* Yes, a matchless beauty.

*Palamon.* Might not a man well lose himself, and  
love her ?

*Arcite.* I cannot tell what you have done ; I have ;  
Beshrew mine eyes for 't ! Now I feel my shackles.

*Palamon.* You love her, then ?

*Arcite.* Who would not ?

*Palamon.* And desire her ?



*Arcite.* Before my liberty.

*Palamon.* I saw her first.

*Arcite.* That's nothing.

*Palamon.* But it shall be.

*Arcite.* I saw her too.

*Palamon.* Yes ; but you must not love her.

*Arcite.* I will not, as you do, to worship her,  
As she is heavenly and a blessed goddess ;  
I love her as a woman, to possess her ;  
So both may love.

*Palamon.* You shall not love at all.

*Arcite.* Not love at all ! Who shall deny me ?

*Palamon.* I, that first saw her ; I, that took possession

First with mine eye of all those beauties in her  
Revealed to mankind. If thou lovest her,  
Or entertain'st a hope to blast my wishes,  
Thou art a traitor, Arcite, and a fellow  
False as thy title to her : friendship, blood,  
And all the ties between us, I disclaim,  
If thou once think upon her !

*Arcite.* Yes, I love her ;  
And if the lives of all my name lay on it,  
I must do so ; I love her with my soul.  
If that will lose ye, farewell, Palamon !  
I say again, I love ; and, in loving her, maintain  
I am as worthy and as free a lover,  
And have as just a title to her beauty,  
As any Palamon, or any living  
That is a man's son.

*Palamon.* Have I called thee, friend ?

JOHN FLETCHER, *Two Noble Kinsmen*.

### Questions and Exercises

1. The foregoing extract is taken from a *drama* or *play*. Who are the *dramatis personæ*, or persons in the play, or, at least, in this portion of it ?



2. The dramatist, or playwright, has a story to tell, and chooses to tell it through the conversation and actions of the players. What is the story of this extract, told briefly or in outline?
3. What does the story (1) gain and (2) lose when it is told in dramatic form?
4. Write out a small part of the extract as it would appear in a narrative—for example:—

Emilia and her handmaid entered the garden. "This garden," said she, "has a world of pleasures in it. What flower is this?" "It is called Narcissus," replied her attendant; *and so on.*

5. Write one or two of the speeches in indirect form—for example:—

Emilia said that the garden had a world of pleasures in it, and, pointing to one of the flowers, asked its name. Her woman replied that it was called Narcissus.

6. Count the number of syllables in some of the longest lines, and note the syllables on which the voice falls heavier in reading.
7. Find several short lines which, taken together, make up one longer line.
8. Are there any rhymes at the ends of the lines?
9. Investigate the meaning of the term "blank verse." Can you name any other poet who wrote in blank verse?

#### What about the Following?

River Main Frozen at Cologne.—*American Paper.*  
Serve the River Main right for getting out of its own bed.—*Punch.*

It was a striking sight to look from the *Star* windows down upon the crowd. The light played on a serried mass of caps and hats that swayed and surged as they laughed at the humour of the cartoons or sang some of the old-time songs that were flashed on the screen.



## CHAPTER II

## Subject and Predicate

1. Read the following very carefully :—

Iduna, the beautiful young goddess of the Norsemen, lived in a pretty grove called "Ever Young." She had a golden casket full of the most wonderful apples. A hero might come, tired and heavy-footed, to Iduna's grove, feeling that he was growing old. Then Iduna would give him an apple from her casket, and as soon as he had eaten it he would feel fresh and young again. It is not surprising that Iduna's grove was never deserted. And, strange to relate, her supply of apples never failed. As soon as all the rosy fruit had been given away the casket was filled again by an invisible hand.

*Norse Tales.*

2. Count the number of sentences in the above paragraph. Mark the first word in each sentence. Consider carefully the information given in each sentence.
3. Read the first sentence several times. It can be divided into two parts, as follows :—  
 PART I. Iduna, the beautiful young goddess of the Norsemen—  
 PART II. —lived in a pretty grove called "Ever Young."  
 Part I. tells what is spoken about. Grammarians call it the SUBJECT of the sentence.  
 Part II. tells what is said about it. Grammarians call it the PREDICATE of the sentence.
4. For the moment do not try to divide the other sentences into Subject and Predicate, for they are not such simple direct statements as the



first sentence. You ought, however, to be able to separate Subject from Predicate in each of the following sentences :—

(1) The wheat was yellow. (2) The oats were green. (3) The stork paraded about on his long red legs. (4) The fields and meadows were skirted by thick woods. (5) A deep lake lay in a hollow among the trees. (6) Her supply of apples never failed. (7) The ship was run ashore on the mud near Grimsby harbour.

### Woven Sentences

1. We might say, "The boy was injured. He was running across the road." But it would be better to say, "The boy was injured while he was running across the road," or, "The boy who was running across the road was injured."

2. Weave each pair of the following sentences into one. Use words like *who*, *which*, *that*, *where*, *as*, *when*, *after*, etc., to join one sentence to another. Sometimes a word in one of the sentences can, with advantage, be dropped or changed.

(1) The pretty cottage belongs to my aunt. It stands at the foot of the lane.

(2) I had remained with my face on the ground for some time. Then I arose. (Leave out *then* and use *after*.)

(3) I sat still there. I heard the noise of bells. (Use *as*).

(4) There, in deep meditation, I sat for an hour or two. I sat till the sun shone in my face above the tall stones on the eastern side.

(5) The blackbird sang from one of the lower branches. He sang as if his very life depended upon the clearness of his song.

(6) "Here is milk of the plains, mister," said the man. As he spoke he handed the vessel to me. (Leave out *he spoke*.)



(7) The young, adventurous Raleigh was not likely to lose the advantage of the queen's powerful patronage. This patronage had been openly bestowed upon Humphrey Gilbert.

(8) He continued to vie with the gayest of the gallants. The gallants fluttered like a swarm of glittering insects round the maiden queen.

(9) Raleigh stripped the cloak hastily from his shoulders. The cloak was a handsome new plush one.

(10) Caxton returned to his native land. Then he set up a printing-press at Westminster. (Begin "When Caxton.")

### Intelligence Questions

1. If you were called as a witness and asked to recall the events of your last birthday, how much could you tell?
2. When and where did you last see a ship?
3. How could you help yourself to remember that the Greeks came before the Romans?
4. What is meant by the following advertisement?—  
*Visitors to Blackpool.* Bed and breakfast from 6s. 6d. per day, or £2 per week. 35 Avenue Road.

Write a letter to this address, asking for a room to be reserved for you for a fortnight from next Saturday.

5. Write a note to Messrs. Bridge and Hoover, 35 Clerkenwell Street, London, E.C., asking them to send you an illustrated catalogue of their tennis racquets.
6. What are the different methods of sending a written communication?
7. Write sentences containing the following words:—  
minimum, temporary, remittance, duplicate, wholesale, announcement, statement, carriage paid.



8. Insert the missing word in each of the following sentences :—

- (1) — you going home now ? (2) You — late for breakfast. (3) He — a clever boy (Present time). (4) She — a good servant (Past time). (5) I — very tired (Present time).

9. Correct the following :—

(1) all british boys and girls know nelson's famous signal at trafalgar.

(2) treasure island by r. l. stevenson is a splendid Book.

(3) i have just finished reading a jolly story about Sam weller.

10. Pronounce the following very carefully :—

(1) Strange faces in familiar places, and familiar faces in strange places.

(2) The British Constitution is the standard for several states.

### Short Stories

Write out or tell these stories from the following notes :—

(1) Hare mocks tortoise for slowness. Latter challenges to race ; fox umpire. Start made. Hare so far ahead that he takes nap. Suddenly awakes. Calls for tortoise. Answer comes from beyond winning-post.

(2) Author kept big dog and little dog in barn. Visitor. Two holes in bottom of barn door, one large, other small. Why *two* holes ? How could big dog get through small hole ? Visitor suggests something. Author had never thought of that.

(3) Charles Lamb clerk at India Office. Reproved for coming *late* so often. Makes up for it. How ? Going away *early*.

(4) Light in coffee-room very bad. Visitor asks Irish waiter whether it is always so bad. No, sorr ; sometimes worse.

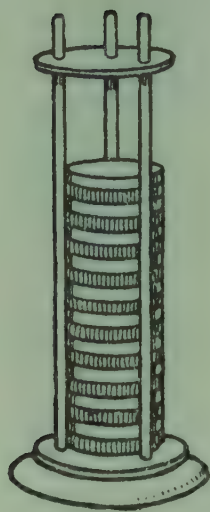


Fig. 1.

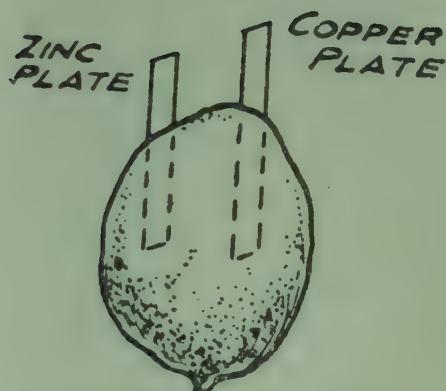


Fig. 2.

### CHAPTER III

#### Reading Exercise—Galvani and Volta

IN the case of electricity in motion there is a continuous current, so that the charge of electricity is renewed as fast as it flows away. The effect of this kind of electricity was first discovered in 1780 by an Italian, Luigi Galvani. He was studying anatomy, and for his experiments used the legs of recently-killed frogs. One day, having occasion to hang the frogs' legs by means of copper wire on an iron rail, he was surprised to notice that the legs began to twitch in a spasmodic manner. Believing that this was caused by electricity produced in the animal tissues, Galvani announced the discovery of a new kind of electricity. It was left to his countryman, Alessandro Volta, however, to show that the phenomenon was due not to "animal electricity," but to a current caused by the contact of the iron of the rail and the copper wire with which the legs were suspended.

Galvani's work led to Volta discovering (in 1799) that a column of copper and zinc discs, placed alternately and separated with moist flannel, produced feeble charges of positive and negative electricity. One



kind was produced by the copper discs, and the other by the zinc, the apparatus becoming known as the "voltaic pile" (Fig. 1). Any one may experience a similar effect to that discovered by Volta. Take a silver coin and a copper coin, and, first having washed them thoroughly in strong soda and water, place them one below and the other above the tongue. Then bring the two coins together until they touch at one point, when a slightly acid taste will be noticed on the tongue. This is only manifest when the coins are actually in contact. Another similar experiment may be performed by placing a strip of copper and a strip of zinc in a lemon. The effect of the current caused by the acidity of the lemon acting on the different metals may be experienced by placing the tongue to both the plates (Fig. 2).

### Exercises

1. What is the subject of the above reading? From what kind of book is it taken?
2. The reading gives certain *facts*. Collect these facts.
3. Look up in the dictionary the meaning of *galvanic*, *voltaic*, *volt*, and *galvanized*.
4. Describe the "voltaic pile," with a diagram.
5. Search this reading exercise for straightforward statements which fall easily into Subject and Predicate as described in Chapter II.
6. In what century were these experiments made by Galvani and Volta?

### Questions and Commands

1. Read the following extract:—

"Attention, Mr. Grimes," said the truncheon.  
"Here is a gentleman come to see you."

But Mr. Grimes only kept grumbling, "My pipe won't draw; my pipe won't draw."

"Keep a civil tongue and attend!" said the truncheon, and popped up just like Punch, hitting Grimes such a crack over the head with itself that his brains rattled inside like a dried walnut

in its shell. He tried to get his hands out and rub the place ; but he could not, for they were stuck fast in the chimney.

“ Hey ! ” he said. “ Why, it’s Tom. I suppose you have come here to laugh at me, you spiteful little atomy ? ”

2. Select from the above a few sentences which are not statements, and say what each one is.
3. Grammarians say that every sentence has a Subject and a Predicate. Take the sentence, “ Attention, Mr. Grimes,” which is a command. This is said to mean, “ You must pay attention, Mr. Grimes,” in which *you* is the Subject and *must pay attention* is the Predicate, while *Mr. Grimes* might sneak into the Subject under the shadow of *you*, though some grammarians say the phrase is really no part of the sentence. This appears to be somewhat confusing, and not very useful.
4. All the same, it is useful to be able to distinguish Subject from Predicate in a statement. Divide the following into Subject and Predicate :—

A piano will be offered for sale by a lady about to cross the Channel with oak legs.

If you arrange it properly it simply falls into two parts.

5. Arrange and divide the following :—
  - (a) The Kaatsberg, or Catskill Mountains, have always been a region full of fable.
  - (b) All day long the women were praying ten miles away.
  - (c) So all day long the noise of battle rolled  
Among the mountains by the winter sea.

### Word Study

Every word we use either in speaking or writing has its own function or duty. Consider the following sentences :—

(a) A grasshopper was merrily singing under a bush.



(b) His mother had a beautiful book of songs. Take each word by itself, and write down what you consider to be its function or duty in the sentence, like this :—

A	A certain particular single grasshopper clearly before the writer's mind and not previously mentioned.
grasshopper	The name of a single living creature.
was	Denoting something happening in past time, but not complete without <i>singing</i> .
merrily	Telling in what way or manner the grasshopper was singing.
singing	Taken with <i>was</i> tells what the grasshopper was doing.
under	Gives some idea of place, and connects the action of "singing" with a certain place.
a	A certain particular single thing, etc.
bush.	The name of something under which the grasshopper was singing.

### Intelligence Questions

1. What is your comment on the following story ?—  
Mrs. Brown sat one evening at the front door of her cottage, which faced due east, watching the sun set. As she stood there a man walked up the garden path and bade her "good-morning!" She smiled at him, and asked him whether his widow was any better.
2. Name all the coins current at the present time. Which is met with least often?
3. What is used for (1) eating, (2) scraping, (3) beating, (4) writing, (5) laying mortar, (6) cutting wood, (7) taking a nail from a box?
4. Why do carpenters and cooks sometimes wear paper caps when they are working?
5. Place in order of time: Queen Victoria, Queen Elizabeth, Queen Anne, Mary Queen of Scots, Queen Caroline, Queen of Sheba.

## CHAPTER IV

## Reading Exercise—Dickens and Johnson

WHEN the trays reappeared with biscuits and wine, punctually at a quarter to nine, there was conversation, comparing of cards, and talking over tricks ; but by and by Captain Brown sported a bit of literature.

“ Have you seen any numbers of *The Pickwick Papers* ? ” said he. (They were then publishing in parts.) “ Capital thing ! ”

Now, Miss Jenkyns was daughter of a deceased rector of Cranford ; and, on the strength of a number of manuscript sermons, and a pretty good library of divinity, considered herself literary, and looked upon any conversation about books as a challenge to her. So she answered and said, “ Yes, she had seen them ; indeed, she might say she had read them.”

“ And what do you think of them ? ” exclaimed Captain Brown. “ Aren’t they famously good ? ”

So urged, Miss Jenkyns could not but speak.

“ I must say I don’t think they are by any means equal to Dr. Johnson. Still, perhaps the author is young. Let him persevere, and who knows what he may become if he will take the great Doctor for his model ? ” This was evidently too much for Captain Brown to take placidly, and I saw the words on the tip of his tongue before Miss Jenkyns had finished her sentence.

“ It is quite a different sort of thing, my dear madam,” he began.

“ I am quite aware of that,” returned she. “ And I make allowances, Captain Brown.”

“ Just allow me to read you a scene out of this month’s number,” pleaded he. “ I had it only this morning, and I don’t think the company can have read it yet.”



“As you please,” said she, settling herself with an air of resignation. He read the account of the “swarry” which Sam Weller gave at Bath. Some of us laughed heartily. I did not dare, because I was staying in the house. Miss Jenkyns sat in patient gravity. When it was ended, she turned to me, and said with mild dignity,—

“Fetch me *Rasselas*, my dear, out of the book-room.”

When I had brought it to her, she turned to Captain Brown,—

“Now allow *me* to read you a scene, and then the present company can judge between your favourite, Mr. Boz, and Dr. Johnson.”

She read one of the conversations between *Rasselas* and *Imlac* in a high-pitched, majestic voice; and when she had ended, she said, “I imagine I am now justified in my preference of Dr. Johnson as a writer of fiction.” The Captain screwed his lips up and drummed on the table, but he did not speak. She thought she would give him a finishing blow or two.

“I consider it vulgar, and below the dignity of literature to publish in numbers.”

“How was the *Rambler* published, ma’am?” asked Captain Brown in a low voice, which I think Miss Jenkyns could not have heard.

“Dr. Johnson’s style is a model for young beginners. My father recommended it to me when I began to write letters. I have formed my own style upon it; I recommend it to your favourite.”

“I should be very sorry for him to exchange his style for any such pompous writing,” said Captain Brown.

MRS. GASKELL, *Cranford*.

### Exercises

1. Distinguish between the descriptive or narrative and the conversational parts of the foregoing extract.

2. Make a list of the people mentioned in the reading, not forgetting the Narrator, who might appear under this name.
3. Re-write the story as a scene in a play, with full stage directions. Note that certain portions may be omitted, such as, "Now, Miss Jenkyns . . . challenge to her," "(They were then publishing in parts)," etc.
4. Select a few sentences which divide readily into Subject and Predicate.
5. Give in your own words a short account of what happened.
6. Count the number of words in the Reading Exercise, and then the number in your short account.
7. Examine the following sentence word by word, as in Chapter III., page 17 :—

She read one of the conversations between Rasselas and Imlac in a high-pitched, majestic voice.

8. Write a short paragraph on the character of Captain Brown, and another on that of Miss Jenkyns.

### Debates

1. Investigate in a dictionary the meaning of each of the following words :—*debate, discussion, dispute, conversation, dialogue.*
2. Which of these terms could properly be applied to the account given in the reading on pages 18–19?
3. What is the difference between a debate and a conversation?
4. What is a debating society? Who are its leaders or officers, and how do they proceed at a debate?
5. A subject for a debate ought to be one on which different opinions can be held. A favourite



plan is to express the subject in the form of a question—for example :—

(1) Are boys cleverer than girls ?

(2) Should home work be abolished ?

6. Can you suggest any other subjects for class debate ?
7. What was the subject of discussion in the conversation described in the reading on pages 18-19 ?

### Words often Mis-spelt

Put each of the following words into a sentence of your own composition :—

ability	acquire	annoyed	article
absence	addition	application	assistance
accept	affectionate	apparent	athletic
acknowledge	amount	apprentice	author

### An Ordinary Conversation

A. How are you ? I hope—

B. Oh, I'm very well, and just back from Cornwall.

A. Which part ?

C. I know Fowey very well. We stayed—

B. Oh, Port Isaac—

A. Yes. My brother-in-law stayed at Fowey one year, and—

C. I suppose it's very quaint and—I mean Port—

B. Oh, very. We went fishing most of the time, and one day—

A. Oh, that was very jolly. I was just saying last night—

C. Yes, deep sea fishing.

What is your opinion of the above ? Do you think it is exaggerated ?

## CHAPTER V

## Reading Exercise—Sir Roger de Coverley

IN our return home we (that is, the Spectator and Sir Roger de Coverley) met with a very odd accident, which I cannot forbear relating, because it shows how desirous all who know Sir Roger are of giving him marks of their esteem. When we were arrived upon the verge of his estate, we stopped at a little inn to rest ourselves and our horses. The man of the house had, it seems, been formerly a servant in the knight's family ; and, to do honour to his old master, had some time since, unknown to Sir Roger, put him up in a sign-post before the door, so that " The Knight's Head " had hung out upon the road about a week before he himself knew anything about it. As soon as Sir Roger was acquainted with it, finding that his servant's indiscretion proceeded wholly from affection and goodwill, he only told him that he had made him too high a compliment ; and when the fellow seemed to think that could hardly be, added with a more decisive look, that it was too great an honour to any man under a duke, but told him at the same time that it might be altered with a very few touches, and that he himself would be at the charge of it. Accordingly, they got a painter by the knight's directions to add a pair of whiskers to the face, and by a little aggravation of the features to change it into " The Saracen's Head." I should not have known this story had not the innkeeper, upon Sir Roger's alighting, told him in my hearing that his honour's head was brought back last night, with the alterations that he had ordered to be made in it. Upon this my friend, with his usual cheerfulness, related the particulars above-mentioned, and ordered the head to be brought into the room. I



could not forbear discovering greater expressions of mirth than ordinary upon seeing this monstrous face, under which, notwithstanding it was made to frown and stare in the most extraordinary manner, I could still discover a distant resemblance of my old friend. Sir Roger, upon seeing me laugh, desired me to tell him truly if I thought it possible for people to know him in that disguise. I at first kept my usual silence ; but upon the knight's conjuring me to tell him whether it was not still more like himself than a Saracen, I composed my countenance in the best manner I could and replied that " much might be said on both sides."

JOSEPH ADDISON.

### Exercises

1. What is the subject of the reading ?
2. What is the lesson for debaters ?
3. This passage was written in the eighteenth century. Try to re-write it in the present-day style, or at least a portion of it.

On our way back an amusing thing happened which I must tell you about, because it shows how all who know Sir Roger wish to show him how well they like him.

4. Select four simple statements which divide readily into Subject and Predicate, or which can be made to do so after a little readjustment.

### Home Correspondence

1. Why is a post-card often sent instead of a letter ?  
Under what circumstance would it be inadvisable or rude to use a post-card ?
2. Write telegraphic messages : (1) making an ap-

- pointment to meet a friend at a certain time and place; (2) ordering a spare part for a bicycle or motor car; (3) reserving a sleeping compartment on the 10.10 p.m. train to ——— to-morrow night; (4) asking a friend whose guest you have recently been to see whether you left an umbrella in your room.
3. Suppose that your mother lost her gold brooch while shopping yesterday. Write a short advertisement to be sent to the "Lost and Found" column of the local paper.
  4. Your father has a bill for £2 from a firm in London. How can he pay the bill by post?

### General Questions

1. What is peculiar about each of the following sentences?—
  - (a) It is inadvisable to eat raspberries because they get between the teeth.
  - (b) Queen Elizabeth's face was thin and pale, but she was a stout Protestant.
  - (c) Clive conducted the Indian Mutiny, and brought it to a successful conclusion.
  - (d) Oliver Cromwell was the captain of an ironclad.
  - (e) Wanted at a large factory nineteen girls to sew buttons on the fourth floor.
  - (f) For disposal, as a going concern, valuable sawing and turning mills.
2. What do the following letters stand for?—H.R.H., O.H.M.S., M.D., fcap., a.m., p.m.
3. Investigate in a dictionary the meaning of each of the following words:—*pun, joke, jest, witticism, drollery, pleasantry, humour, wit, wag.*
4. What is the opposite of: dull, entertaining, stupid, stolid, witty, slow, weary, monotonous?



## Words often Mis-spelt

Put each of the following words into a sentence of your own composition :—

balance	brief	celebrated	character
beginning	brilliant	century	chocolate
breadth	calculate	ceremony	circumstance
breathe	ceiling	certificate	civilized

## Things Seen

Study the following jottings or notes :—

A deep stillness in the thickest part of the wood, undisturbed except by the occasional dropping of the snow from the holly boughs ; no other sound but that of the water ; and the slender notes of a redbreast, which sang at intervals on the outskirts of the southern side of the wood, was enchanting. And each tree, taken singly, was beautiful ; the branches of the hollies, pendent with their white burden, but still showing their bright red berries and their glossy green leaves ; the bare branches of the oaks thickened by the snow.

DOROTHY WORDSWORTH'S *Journals*.

## Exercises

1. Try to write a similar paragraph from your own observations of a woodland scene, or the weather, or a scene on the seashore, or a street scene, or of your present surroundings.
2. Read the above paragraph aloud. Does any portion suggest the sense by the sound ? Are there any jarring notes ?
3. Which phrase or sentence calls up the clearest picture ?
4. Would the same meaning be conveyed if you replaced *stillness* by *silence*, *sound* by *noise*, *slender* by *thin*, *enchanting* by *charming*, *red* by *scarlet* ?

## CHAPTER VI

## Reading Exercise—The Mer-people

FAR out in the wide sea, where the water is blue as the loveliest corn-flower, and clear as the purest crystal, where it is so deep that very, very many church towers must be heaped one upon another in order to reach from the lowest depth to the surface above, dwell the Mer-people.

Now you must not imagine that there is nothing but sand below the water. No indeed, far from it! Trees and plants of wondrous beauty grow there, whose stems and leaves are so light that they are waved to and fro by the slightest motion of the water, almost as if they were living beings. Fishes, great and small, glide in and out among the branches, just as birds fly about among our trees.

Where the water is deepest stands the palace of the Mer-king. The walls of the palace are of coral, and the high, pointed windows are of amber; the roof is formed of mussel shells, which, as the billows pass over them, are continually opening and closing. This looks exceedingly pretty, especially as each of these mussel shells contains a number of bright, glittering pearls, any one of which would be the most costly ornament in the diadem of a king in the upper world.

HANS ANDERSEN.

## Exercises

1. Join the first six words of the first paragraph to the last four words in the same paragraph. Divide the sentence thus obtained into Subject and Predicate.
2. Divide into Subject and Predicate: (1) The walls of this palace are of coral. (2) The high,



pointed windows are of amber. (3) Each of these mussel shells contains a number of bright, glittering pearls.

3. Detach other simple statements from the reading, and divide each of them into Subject and Predicate.
4. Add Predicates to the following Subjects:—(a) The bright, full moon . . . (b) A loud call from the hills . . . (c) The cry of the shepherd's dog . . . (d) A soldier on a black horse . . . (e) A violent storm of wind and rain . . . (f) Ten little nigger boys . . . (g) Old Mother Hubbard . . .

### A Horse in a Field

A lady and gentleman were talking at a tea-table. The gentleman said, "Supposing I just say, 'Horse in a field,' what do you see?" The lady answered, "A roan horse with a long tail, and a red brick house close by." The gentleman said, "I see an old cart-horse standing in the rain."

If you were asked the same question, what would you answer?

Try something else. If I say, "Tree in a garden," and then think, with closed eyes, I see an old oak tree with spreading boughs and branches full of yellowing leaves and brown acorns.

What do you see?

If I say, "Light in a room," I see a tall wax candle in a silver candlestick, with a pretty red shade over the light.

What do you see?

If I say, "Boy on a bicycle," I see a telegraph boy on a red bicycle hurrying along with bent back.

What do you see?

If I say, "Nail in a board," I see a wire nail half driven into an orange box.

What do you see?

## Exercises

1. Say what you see when I say any one of the following :—

Fender before a fire ; table in a corner ; blind on a window ; teapot on a breakfast table ; half-crown in a purse ; saddle on a horse ; lamp in a street ; dog in a kennel ; cat on a hearthrug ; ring on a finger ; wine in a glass ; spectacles on a nose ; belt round a boy's waist ; cloak on a woman ; shoe on a foot ; house by a river ; ink in a pot ; birthday gift on a breakfast plate.

2. Take a piece of stiff cardboard and cut out with a penknife a rectangular portion measuring  $5\frac{1}{2}$  inches by  $3\frac{1}{2}$  inches. Hold up the card in a vertical position about 15 inches from your face, and say what you can see through the open rectangle.

## Examination Papers

Comment on each of the following, and say in each case what was in the mind of the writer :—

King Charls was a very good King and he marid a orange girl who soled programms at a thetre.

Charles escaped from Worcester but lost is head and Cromwell said take away that babble.

History tells us that Stratford was an apostle but no doubt he thought he was doing right.

King Charles the 2nd was beheded but was a long time dyeing and appologised.

When Charles Second came to reign there was much joy because people were tired of Purity.

Shakespeare lived before his time and died on the same day. He was a good writer of poetry, but very few went to see him play. Mr. Benson altered this.

The postage stamp was invented by Roland Hill. It was black at first but it costs more now.



Wireless can go anywhere without saying anything so there will be no newspapers some day when there is improvement. Markoni was the man who did it.

### Words often Mis-spelt

Put each of the following words into a sentence of your own composition :—

coarse	commence	conquer	convenient
college	conceal	consent	council
colony	concern	consequence	counsel
column	connection	control	

### Dumb Show

Study the following paragraph :—

Little accustomed to Europeans as they appeared to be, yet they knew and dreaded our firearms ; nothing would tempt them to take a gun in their hands. They begged for knives, calling them by the Spanish word *cuchilla*. They explained also what they wanted by acting as if they had a piece of blubber in their mouth, and then pretending to cut instead of tear it.

CHARLES DARWIN.

Before men used words and sentences to express their meaning they employed gestures and varying attitudes, or made inarticulate sounds and facial contortions, sometimes combining two or more of these methods of making themselves understood.

### Exercises

- Express in dumb show :—(1) congratulation, (2) slight disapproval, (3) severe displeasure, (4) entreaty, (5) firmness, (6) stubbornness.
- Say the following without using words :—(1) Well, you *are* silly. (2) Will you have an apple ? (3) Come to me. (4) Go away. (5) I am very tired. (6) I feel fresh and ready for work. (7) I am extremely pleased. (8) I must get on with my composition exercise. (9) Hip-hip-hurrah !

## CHAPTER VII

## Reading Exercise—The Irish Cob

ON a certain day I had been out on an excursion. In a cross-road, at some distance from the Satanic hill, the animal which I rode cast a shoe. By good luck a small village was at hand, at the entrance of which was a large shed, from which proceeded a most furious noise of hammering. Leading the cob by the bridle I entered boldly. "Shoe this horse, and do it quickly, *a gough*," said I to a wild grimy figure of a man, whom I found alone fashioning a piece of iron.

"*Arrigod yuit?*" said the fellow, desisting from his work and staring at me.

"Oh yes, I have money!" said I, "and of the best;" and I pulled out an English shilling.

"*Tabhair chugam?*" said the smith, stretching out his grimy hand.

"No, I shan't," said I; "some people are glad to get their money when their work is done."

The fellow hammered a little longer, and then proceeded to shoe the cob, after having first surveyed it with attention. He performed his job rather roughly, and more than once appeared to give the animal unnecessary pain, frequently making use of loud and boisterous words. By the time the work was done the creature was in a state of high excitement, and plunged and tore. The smith stood at a short distance, seeming to enjoy the irritation of the animal, and showing in a remarkable manner a huge fang, which projected from the under-jaw of a very wry mouth.

"You deserve better handling," said I, as I went up to the cob and fondled it; whereupon it whinnied and attempted to touch my face with its nose.

"Are ye not afraid of that beast?" said the smith, showing his fang. "Arrah it's vicious that he looks!"



"It's at you then ! I don't fear him ;" and there-upon I passed under the horse, between his hind legs.

"And is that all you can do, *agrah* ?" said the smith.

"No," said I, "I can ride him."

"Ye can ride him, and what else, *agrah* ?"

"I can leap him over a six-foot wall," said I.

"Over a wall, and what more, *agrah* ?"

"Nothing more," said I ; "what more would you have ?"

"Can you do this, *agrah* ?" said the smith ; and he uttered a word which I had never heard before in a sharp, pungent tone. The effect upon myself was somewhat extraordinary : a strange thrill ran through me ; but with regard to the cob it was terrible ; the animal forthwith became like one mad, and reared and kicked with the utmost desperation.

"Can you do that, *agrah* ?" said the smith.

"What was it ?" said I, retreating. "I never saw the horse so before."

"Go between his legs, *agrah*," said the smith—"his hinder legs ;" and he again showed his fang.

"I dare not," said I ; "he would kill me."

"He would kill ye ! And how do ye know that, *agrah* ?"

"I feel he would," said I ; "something tells me so."

"And it tells ye truth, *agrah* ; but it's a fine beast, and it's a pity to see him in such a state. *Is agam an't leigeas*"—and here he uttered another word in a voice singularly modified, but sweet and almost plaintive. The effect of it was instantaneous as that of the other, but how different ! The animal lost all its fury, and became at once calm and gentle. The smith went up to it, coaxed and patted it, making use of various sounds of equal endearment ; then turning to me, and holding out once more the grimy hand, he said, "And now ye will be giving me the Sassenach tenpence, *agrah* ?"

GEORGE BORROW, *Lavengro*.

### Exercises

1. Detach the narrative from the descriptive parts of the reading.
2. What is the "scene" of the story? Who are the *dramatis personæ*?
3. Re-write the extract in dramatic form.
4. Is the new form better than the narrative for conveying the author's thoughts and emotions to the reader?
5. Select three simple statements, and divide each one into Subject and Predicate.
6. How does the author show clearly the meaning of the Irish phrases used by the smith?
7. Select a number of phrases from the reading—that is to say, collections of words which make sense but not complete sense, such as, *on a certain day, by good luck*, etc.
8. Is the reading imaginative or realistic?
9. Put the following direct conversational sentences into indirect form :—
  - (1) "Oh yes, I have money!" said I, "and of the best."  
(Begin, "I said that . . .")
  - (2) "No, I shan't," said I; "some people are glad to get their money when their work is done."

### Words often Mis-spelt

Put each of the following words into a sentence of your own composition :—

course	debtor	determine	earnest
crystal	decide	disappoint	edition
cupboard	delicious	distinctly	electric
curiosity	demonstration	distinguish	envelope
cushion	despise	division	equator

Select from the above those words which suggest the clearest ideas when taken by them-



selves. Which words call up mental pictures? What picture comes before your mind's eye when you use the word *crystal*; *edition*; *envelope*; *cushion*?

### Home Correspondence

1. Send a letter to the local paper (get the correct name and address) asking for the insertion of an advertisement for a small house which contains three bedrooms and has a small garden.
2. Thomas Bale is travelling to school more than a hundred miles from his home. His train meets with a rather serious accident, and is delayed for some hours. When he finally reaches his station what message should he send his mother, and how should he send it? Think out your answer very carefully.

### Missing Word Exercises

1. Insert either *there* or *their* in place of each dash or hyphen :—  
     — they come, — eyes are shining. I cannot see my brothers —. — footmarks lead this way. They gave him many proofs of — esteem. — are many ways of crossing the brook. — I found my friend. I cannot agree with — argument.
2. Insert either the Noun *practice* or the Verb *practise* in the following :—  
     — makes perfect. Jane will — her music tomorrow. Are you going to the choir —? Our doctor's — is very large.
3. Insert either the Noun *advice* or the Verb *advise* (*advises* or *advised*) in the following :—  
     He gave me very good —. I strongly — you to take the examination. Our — was disregarded. John — us to leave early.

## CHAPTER VIII

## Reading Exercise—Bondmen and Freemen

*When Adam delved and Eve span,  
Who was then the gentleman ?*

FROM the beginning all men by nature were created alike, and our bondage of servitude came in by the unjust oppression of *naughty* men. For if God would have had any bondmen from the beginning, he would have appointed who should be *bond*, and who free. And therefore I exhort you to consider that now the time is come, appointed to us by God, in which ye may (if ye will) cast off the yoke of bondage, and recover liberty. I counsel you therefore well to be-think yourselves, and to take good hearts unto you, that after the manner of a good *husband* that tilleth his ground, and *riddeth* out thereof such evil weeds as choke and destroy the good corn, you may destroy first the great lords of the realm, and after, the judges and lawyers, and *questmongers*, and all other who have undertaken to be against the *commons*. For so you shall procure peace and surety to yourselves in time to come ; and by despatching out of the way the great men, there shall be an equality in liberty, and *no difference in degrees of nobility*.

JOHN BALL, *To the Rebels at Blackheath* (1381).

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## Exercises and Questions

1. Note the date of John Ball's oration. How many centuries ago ?
2. What do you think of the orator's style ?
3. Study the words and phrases printed in italics, and give their meaning in modern terms.



## Reading Exercise—A Manly Liberty

I flatter myself I love a manly, moral, regulated liberty. . . .

The effect of liberty to individuals is that they may do what they please; we ought to see what it will please them to do before we risk congratulations, which may soon be turned into complaints. Prudence would dictate this in the case of separate, insulated private men, but liberty when men act in bodies, is *power*. Considerate people, before they declare themselves, will observe the use which is made of power; and particularly of so trying a thing as *new* power in *new* persons, of whose principles, tempers, and dispositions they have little or no experience. . . .

I should therefore suspend my congratulations on the new liberty (of France) until I was informed how it had been combined with government; with public force; with the discipline and obedience of armies; with the collection of an effective and well-distributed revenue; with morality and religion; with the solidity of property; with peace and order; with civil and social manners. All these (in their way) are good things too; and, without them, liberty is not a benefit whilst it lasts, and is not likely to continue long.

EDMUND BURKE (1729–97), *French Revolution*.

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4. Compare the above with John Ball's speech.
  5. Note the date of Burke's words. How long ago?
  6. What do you think of the author's style of language?
  7. Does Burke use any words and phrases which would not be used in present-day English writing or speaking?
  8. These two readings might be called the *pro* and *con* of a debate. If Burke's words are the *pro*, what is the title of the debate?

9. Imagine that the shade of John Ball meets the shade of Edmund Burke, and try to write down a conversation between them. You might begin :—

*Burke.* Friend, what is it that troubles you and makes you look so wild ?

*Ball* (muttering). When Adam delved . . . the gentleman ?

The above exercise will be easier if you find out, before beginning to write, all that your history book tells you about Ball and Burke.

### Discovering Resemblances

Each word has its own duty to perform in the sentence in which it is used. These duties may be classified in such a way that the words themselves fall into classes. Let us try to arrange some of the words of the following paragraph into classes according to the duty or function they perform.

It was a bright, sunshiny day at Christmas-tide, when once upon a time two little girls were sitting on their mamma's sick-bed. One was a very little thing, who could only just talk, and she was leaning her curly head against the bed-post. The other, some two or three years older, was sitting on a pillow near her mother. The children were not talking much, for there was a new baby in the house, and everybody was very quiet, though very happy, and these two little sisters of the newcomer had only been admitted to see mamma on condition that they would be very good and make no noise.

MRS. GATTY.

Where shall we begin ? What pieces of this very composite structure shall we first detach ? As we grope round we come up against a number of words which suggest *things* in a way that the other words do



not, like *girls*, *sick-bed*, *head*, *bed-post*, *pillow*, *mother*, all of which are visible or concrete things that could be touched ; and others like *day* and *Christmas-tide*, which are also names of things, but somewhat different from the others because they only exist in the mind of a thinker. However, we have taken one important step, and have discovered a class including all **Names**, which the grammarian calls *Nouns*.

Then there are other words (some of them really short phrases) which stand out among the rest because they tell us something or *make a statement or assertion* about some person or thing ; words or short phrases like *were sitting*, *was leaning*, *was sitting*, *could talk*, etc. Here, then, we have another class, and a very important one, which appears to include all **Words of Assertion**, which the grammarian calls *Verbs*.

Closely connected with the names of things are certain words which add to or change their meaning. Thus the day spoken of is *a* day—that is, one particular day ; it is described as a *bright* day and a *sunshiny* day. Then, again, the girls are *two* in number, and they are both *little*. A certain head is *curly*, the baby is *new*, and so on. Evidently there is another class of words which attach themselves to names of things, or **Describing Words**, and these the grammarian calls *Adjectives*.

### Exercise

Classify roughly some of the words in the following paragraph :—

“ I can answer a civil question civilly,” said the youth, “ and will pay fitting respect to your age if you do not urge my patience with mockery. Since I have been here in France and Flanders men have called me, in their fantasy, the ‘ Varlet with the Velvet Pouch,’ because of this hawk-purse which I carry by my side ; but my true name, when at home, is Quentin Durward.”

SIR WALTER SCOTT.

## CHAPTER IX

## Reading Exercise—Marco Polo

IN the thirteenth century Venice was full of enterprising merchants such as we hear of in Shakespeare's play, *The Merchant of Venice*. Among these were two Venetians, the brothers Polo. Rumours had reached them of the wealth of the mysterious land of Cathay, of the Great Khan, of Europeans making their way through barren wildernesses, across burning deserts in the face of hardships indescribable, to open up a highway to the Far East.

So off started Maffio and Niccolo Polo on a trading enterprise, and, having crossed the Mediterranean, came "with a fair wind and the blessing of God" to Constantinople, where they disposed of a large quantity of their merchandise. Having made some money, they directed their way to Bokhara, where they fell in with a Tartar nobleman, who persuaded them to accompany him to the Court of the Great Khan himself. Ready for adventure, they agreed, and he led them in a north-easterly direction; but they were delayed now by heavy snows, now by the swelling of unbridged rivers, so that it was a year before they reached Peking, which they considered was the extremity of the East. They were courteously received by the Great Khan, who questioned them closely about their own land, to which they replied in the Tartar language, which they had learnt on the way.

Now the Khan, whose name was Kublai, wished to send messengers to the Pope to beg him to send a hundred wise men to teach the Chinese Christianity. He chose the Polo brothers as his messengers for this purpose, and accordingly they started off to fulfil his behests.

After an absence of fifteen years they again reached Venice. The very year they had left home Niccolo's





MARCO POLO LANDS AT ORMUZ.

wife had died, and his boy, afterwards to become the famous traveller Marco Polo, had been born. The boy was now fifteen. The stories told by his father and uncle of the Far East and the Court of the greatest Emperor on earth filled the boy with enthusiasm, and when in 1271 the brothers Polo set out for their second journey to China, not only were they accompanied by the young Marco, but also by two preaching friars to teach the Christian faith to Kúblai Khan.

Their journey lay through Armenia, through the old city of Nineveh to Bagdad, where the last Khalif had been butchered by the Tartars. Entering Persia as traders, the Polo family passed on to Ormuz, hoping to take ship from here to China. But, for some unknown reason, this was impossible, and the travellers made their way north-eastwards to the country about the sources of the river Oxus. Here young Marco fell sick of a low fever, and for a whole year they could not proceed. Resuming their journey at last "in high spirits," they crossed the great highlands of the Pamirs, known as the "roof of the world,"

and, descending on Khotan, found themselves face to face with the Great Gobi Desert. For thirty days they journeyed over the sandy wastes of the silent wilderness, till they came to a city in the province of Targut, where they were met by messengers from the Khan, who had heard of their approach. But it was not till May 1275 that they actually reached the Court of Kublai Khan after their tremendous journey of "one thousand days." The preaching friars had long since turned homewards, alarmed at the dangers of the way, so only the three stout-hearted Polos were left to deliver the Pope's message to the ruler of the Mongol Empire. M. B. SYNGE, *A Book of Discovery*.

### Exercises and Questions

1. The reading contains certain definite *facts*. Sum up these facts in the form of short notes, dividing your summary into two parts: I. Maffio and Niccolo Polo. II. Marco Polo.
2. Count the number of words (1) in the reading, (2) in your notes.
3. Can you suggest any reason why Marco Polo is better known than his father and uncle?
4. Write a paragraph describing the quaint picture on page 39.
5. Draw a rough map showing the routes followed by these travellers, inserting all the names given in the reading.

### Intelligence Questions

1. Imagine that your brother has found a black-and-tan terrier, and has brought it home with him. Write an advertisement for the "Lost and Found" column of the local newspaper, giving an account of the dog, and announcing that the owner can have it on describing it fully and paying expenses.



2. Examine the advertisement hoardings when you go out, select the pictorial advertisement you think most effective, and when you reach home or school write a paragraph describing the picture.
3. RUNNER DUCKS. *How to keep Runner Ducks for Profit*, by James Waters. Price 1s. 6d., post free 1s. 9d. Agricultural Publishing Company, Cambridge. Write a letter ordering two copies of the above book to be sent to you by post. Is there any difficulty as to the exact amount of money required for two copies post free?
4. Think of words with similar vowel sounds to the following, but with different meanings and spelling:—*bold, faint, peak, all, beer, ale, alter, arms, bail, bell, mail, horse, die, draught, plum, due, knave.*
5. Tell the following stories from the notes given, and give each story a title:—
  - (a) Crow saw eagle carrying away sheep. Flew round and picked fattest of flock. Tried to carry it off. Heavy load and fleece matted. Caught. Shepherd arrives.
  - (b) Clever man meets rude one in narrow passage. “No room to let a fool pass.” “Pardon me, *I* will stand aside.”
6. What is the opposite to each of the following?—fullness, patience, disagreeable, reasonable, methodical, gracious, upright, barren, popular, steady, cosy, healthy, musical, genuine, ancient, ragged, improvident, active, parsimonious, false, artificial.
7. Write down a number of words the sound of which expresses the sense, such as *buzz, crack, clap, shot.*
8. Write down a number of words of which you like the sound, such as *home, dear, glory, beauty.*

## CHAPTER X

## Reading Exercise—A King's Soliloquy

*King Henry V.* Upon the king ! let us our lives, our souls,

Our debts, our careful wives,  
Our children and our sins lay on the king !  
We must bear all. O hard condition,  
Twin-born with greatness, subject to the breath  
Of every fool, whose sense no more can feel  
But his own wringing ! What infinite heart's-ease  
Must kings neglect, that private men enjoy !  
And what have kings, that privates have not too,  
Save ceremony,—save general ceremony ?  
And what art thou, thou idle ceremony ?  
What kind of god art thou, that suffer'st more  
Of mortal griefs than do thy worshippers ?  
What are thy rents ? what are thy comings in ?  
O ceremony, show me but thy worth !  
What is thy soul of adoration ?  
Art thou aught else but place, degree, and form,  
Creating awe and fear in other men ?  
Wherein thou art less happy being feared  
Than they in fearing.  
What drink'st thou oft, instead of homage sweet,  
But poisoned flattery ? O, be sick, great greatness,  
And bid thy ceremony give thee cure !  
Think'st thou the fiery fever will go out  
With titles blown from adulation ?  
Will it give place to flexure and low bending ?  
Canst thou, when thou command'st the beggar's knee,  
Command the health of it ? No, thou proud dream,  
That play'st so subtly with a king's repose ;  
I am a king that find thee, and I know  
'Tis not the balm, the sceptre, and the ball,



The sword, the mace, the crown imperial,  
 The intertissued robe of gold and pearl,  
 The farced title running 'fore the king,  
 The throne he sits on, nor the tide of pomp  
 That beats upon the high shore of this world,—  
 No, not all these, thrice-gorgeous ceremony,  
 Not all these, laid in bed majestical,  
 Can sleep so soundly as the wretched slave,  
 Who, with a body filled and vacant mind,  
 Gets him to rest, crammed with distressful bread.

SHAKESPEARE, *King Henry V.*

### Questions and Exercises

1. In this passage King Henry may be said to be arguing with himself about something which has just been said to him by one of his soldiers. Write down a short account of his argument (or part of it) in your own words.
2. Shakespeare writes modern English, but uses a few words which are somewhat strange to us. Study the following :—  
*Careful.* Anxious, troubled. *Wringing.* Suffering pain: the fool has only sense enough to feel his own pains. *Flexure.* Bowing. *Balm.* Consecrated oil used at the monarch's coronation. *Ball.* The symbol of sovereign power. *Farced.* Stuffed: probably alluding to the heralds going before the king and proclaiming his full title. *Distressful.* Hardly earned; perhaps also hard to digest.
3. What single word would form a good title to this reading?
4. Which phrases or lines do you find rather difficult to understand?
5. How does the reading differ from prose?
6. Why does Shakespeare write—  
 I am a king that find thee, and I know . . .  
 instead of—

I that find thee am a king, and I know ?  
and

Our children and our sins lay on the king !  
instead of—

Lay our children and our sins on the king ?

7. Select three simple statements from the reading, and divide each into Subject and Predicate.
8. Select three Nouns, three Verbs, and three Adjectives from the reading.

### What about the Following ?

1. For sale, 12 oak typists' chairs.
2. The (Special Service) Squadron will reach Sydney on April 12th. The Battle Bruisers will stay there for 11 days.
3. Self-filling Fountain Pens with 14 cwt. gold iridium-tipped nib.
4. A gentleman who had a good collection of china was lamenting to his friends the carelessness of his man-servant whose "fingers were all thumbs." "Why not dismiss him?" said the practical Englishman. "But he is a good servant," said his host. "Take it out of his wages," said the Scotsman. "But," said the master, "he breaks more than his wages would pay for." "Why not raise his wages?" asked the Irishman.

### Words often Mis-spelt

Put each of the following words into a sentence of your own composition :—

especially	exhausted	extraordinary	fugitive
exceed	expedition	familiar	furnace
excellent	expense	February	genuine
exercise	experience	foreign	government

### The Choice of Words

1. How would you group the following words and phrases ?—



Bosh ; rot ; jolly fine ; peckish ; awfully nice ; pell-mell ; see with half an eye ; smell a rat ; up to snuff ; up to you (or me).

Under what circumstances might the use of such expressions be permitted ?

2. Put each of the following phrases into a *spoken* sentence :—

Mince matters ; through rose-coloured spectacles ; lay down the law ; with a silver spoon in his mouth ; through thick and thin ; not worth his salt ; a storm in a tea-cup ; show the white feather ; from hand to mouth ; the long and the short of it ; as broad as it's long ; a lion in the path ; pay the piper ; make a bee-line.

3. Criticize and correct the following sentences :—

(1) One man was so badly injured that his death was despaired of.

(2) Monarchy stood prostrate at the foot of the Church.

(3) Father Matthew effected the reform of Temperance in Ireland.

(4) I have not wilfully committed the mistake.

4. Re-write the following in simpler form :—

(1) The night, now far advanced, was brilliantly bright with the radiance of astral and lunar effulgence.

(2) They partook of the “ cup that cheers but not inebriates.”

5. Select from any of the readings in this book six words which, taken alone, call up the clearest mental pictures.

6. What is peculiar about the following ?—

Yesterday there was a railway accident. But the newspapers say it was not a serious one, as only forty-eight people were killed.

## CHAPTER XI

## Reading Exercise—Toby (Trotty) Veck

MEETING the child's eyes with a smile, which melted Toby more than tears, he shook him by the hand.

"I don't so much as know your name," he said, "but I've opened my heart free to you, for I'm thankful to you. Good-night. A Happy New Year!"

"Stay!" cried Trotty, catching at his hand as he relaxed his grip. "Stay! The New Year never can be happy to me if we part like this. The New Year never can be happy to me if I see the child and you go wandering away you don't know where, without a shelter for your heads. Come home with me. I'm a poor man, living in a poor place, but I can give you lodging for one night and never miss it. Come home with me. Here! I'll take her!" cried Trotty, lifting up the child. "A pretty one! I'd carry twenty times her weight and never know I'd got it. Tell me if I go too quickly for you. I'm very fast. I always was." Trotty said this taking about six of his trotting paces to one stride of his fatigued companion, and with his thin legs quivering again beneath the load he bore.

"Why, she's as light," said Trotty, trotting in his speech as well as in his gait; for he couldn't bear to be thanked, and dreaded a moment's pause, "as light as a feather. Lighter than a peacock's feather—a great deal lighter. Here we are, and here we go! Round this first turning to the right, Uncle Will, and past the pump, and sharp off up the passage to the left, right opposite the public-house. Here we are, and here we go. Cross over, Uncle Will, and mind the kidney pieman at the corner! Here we are, and here we go. Down the Mews, here, Uncle Will, and



stop at the back door, with 'T. Veck, Ticket Porter,' wrote upon a board; and here we are and here we go, and here we are indeed, my precious Meg, surprising you!"

With which words Trotty, in a breathless state, set the child down before his grown-up daughter. Yes, in the middle of the floor. The little visitor looked once at Meg, and doubting nothing in that face, but trusting everything she saw there, ran into her arms.

"Here we are and here we go!" cried Trotty, running round the room and choking audibly. "Here, Uncle Will! Here's a fire, you know! Why don't you come to the fire? Oh, here we are and here we go! Meg, my precious darling, where's the kettle? Here it is and here it goes, and it'll boil in no time!"

Trotty really had picked up the kettle somewhere or other in the course of his wild career, and now put it on the fire; while Meg, seating the child in a warm corner, knelt down on the ground before her, and pulled off her shoes, and dried her wet feet on a cloth. Ay, and she laughed at Trotty too, so pleasantly, so cheerfully, that Trotty could have blessed her where she kneeled.

"Why, father," said Meg, "you're crazy to-night, I think. I don't know what the bells would say to that. Poor little feet! How cold they are!"

"Oh, they're warmer now," exclaimed the child. "They're quite warm now."

"No, no, no," said Meg; "we haven't rubbed them half enough. We're so busy, so busy! And when they're done we'll brush out the damp hair; and when that's done we'll bring some colour to the poor, pale face with fresh water; and when that's done we'll be so gay and brisk and happy——"

The child, in a burst of sobbing, clasped her round the neck, caressed her fair cheek with her hand, and said,—

"Oh Meg! oh dear Meg!"

Toby's blessing could have done no more. Who could do more ?

"Why, father!" said Meg after a pause.

"Here I am, and here I go, my dear," said Trotty.

"Good gracious me!" cried Meg. "He's crazy. He's put the dear child's bonnet on the kettle, and hung the lid behind the door!"

CHARLES DICKENS, *The Chimes*.

### Questions and Exercises

1. The above passage makes an excellent speaking exercise. It is full of feeling or emotion, and the conversational part should be carefully and sympathetically studied so as to acquire the correct intonation of voice—but do not overstrain the sentiment.
2. Make a list of the *dramatis personæ*. How many "scenes" are there in the reading?
3. In what sense would the passage make a better moving picture than a play? What would be missed if a film were shown?
4. What is there in the story that a written play cannot show?
5. Why is the conversational style of writing adopted by Dickens the best mode of presenting the ideas?
6. Dramatize the latter part of the reading, beginning at "With which words Trotty, in a breathless state . . ." Begin by indicating broadly the room in which Meg is sitting alone when her father enters with Uncle Will and the child.

### Word Study (with a Dictionary)

1. Use each of the following words in a sentence of your own composition:—  
 counsellor, councillor; carriage, courage;  
 decease, disease; assent, ascent; ordinance,  
 ordnance; minister, minster; marauder, mur-



derer ; riotousness, righteousness ; doubter, detour ; goal, gaol ; diary, dairy ; principal, principle ; gleam, glean ; pillow, pillar ; sitting, setting ; dying, dyeing ; moat, mote ; sentry, century ; carat, carrot ; defence, defiance ; colic, calico ; angle, angel ; compliment, complement ; waste, waist.

2. Write down a number of words of which you dislike the *sound*. Some of the writer's own dislikes are *landau, scream, gobble, wagonette*.
3. Speak as many single disconnected words as you can think of in one minute.
4. Which word has the wider meaning—*English* or *British* ?
5. Write a short paragraph on the meaning of the word *fury*.

### When shall we Laugh ?

Read, and then re-tell to some one, each of the following stories :—

1. " How does your new horse answer ? " asked one gentleman of another. " I do not know," was the reply, " for I never asked him a question."
2. An angry man abused a Quaker until he came to the end of his store of words and phrases. " Have a care, friend," said the man of peace mildly, " lest thou run thy face against my fist."
3. A sportsman whose wit was better than his aim happened to fire through a hedge, on the other side of which a man was standing. The shot passed through the man's hat, but missed the bird. " Did you fire at me, sir ? " asked the man in a fury. " How could I ? " returned the other, " seeing that I hit you."
4. An epitaph on a famous builder :—  
Lie heavy on him, Earth, for he  
Laid many a heavy load on thee !

## CHAPTER XII

## Reading Exercise—The Poor Parson

(*Modernized from the Prologue to Chaucer's "Canterbury Tales."*)

A GOOD man of religion did I see,  
And a poor Parson of a town was he :  
But rich he was of holy thought and work.  
He also was a learned man, a clerk,  
And truly would Christ's holy Gospel preach,  
And his parishioners devoutly teach.  
Benign he was and wondrous diligent,  
And patient when adversity was sent ;  
Such had he often proved, and loth was he  
To curse for tithes and ransack poverty ;  
But rather would he give, there is no doubt,  
Unto his poor parishioners about,  
Of his own substance, and his offerings too.  
His wants were humble, and his needs but few.

Wide was his parish—houses far asunder—  
But he neglected not for rain or thunder,  
In sickness and in grief to visit all  
The farthest in his parish great and small ;  
Always on foot and in his hand a stave.  
This noble example to his flock he gave :  
That first he wrought and afterwards he taught.  
Out of the Gospel he that lesson caught,  
And the new figure added he thereto—  
That if gold rust, then what should iron do ?  
And if a priest be foul on whom we trust,  
No wonder if an ignorant man should rust ;  
And shame it is, if that a priest take keep,  
To see an unclean shepherd and clean sheep.  
Well ought a priest to all example give,  
By his pure conduct, how his sheep should live.

He let not out his benefice for hire,  
Leaving his flock encumbered in the mire,



While he ran up to London to St. Paul's  
To seek a well-paid chantery for souls,  
Or with a loving friend his pastime hold ;  
But dwelt at home and tended well his fold,  
So that to foil the wolf he was quite wary ;  
He was a shepherd and no mercenary.  
And though he holy was and virtuous,  
He was to sinful men full piteous ;  
His words were strong, but not with anger fraught ;  
A love benignant he discreetly taught.  
To draw mankind to heavenly gentleness  
And good example, was his business.  
But if that any one were obstinate,  
Whether he were of high or low estate,  
Him would he sharply check with altered mien :  
A better parson there was nowhere seen.  
He paid no court to pomps and reverence,  
Nor spiced his conscience at his soul's expense ;  
The lore of Christ and His Apostles twelve  
He taught, but first he followed it himself.

R. H. HORNE

### Questions and Exercises

1. Write a short prose description of Chaucer's "Poor Parson" after making short notes from the above.
2. Collect from the reading hints as to the way in which some of the less worthy clergy of Chaucer's day spent their lives.
3. Put a few odd lines of the above into direct prose form—for example :—

I did see a good man of religion.  
His parish was wide—houses far asunder.  
What has been lost by this alteration of word order ?
4. Select a few Nouns and a few Verbs from the reading.
5. Study the length of line (number of syllables), the

way in which the stress or accent falls on certain syllables in reading aloud, and the rhymes. Why do we say that this verse is written in "rhymed couplets" ?

6. Write a note on : loth was he ; curse for tithes ; ransack poverty ; ignorant man should rust ; take keep ; foil the wolf ; full piteous ; with anger fraught ; with altered mien ; spiced his conscience ; lore of Christ.

### Simple Subject and Predicate

1. Read the following :—

Sentences are in the process of thinking what steps are in the process of walking. The foot on which the weight of the body rests corresponds to the *subject*. The foot which is moved forward in order to occupy new ground corresponds to the *predicate*.

PROF. STOUT.

2. In the above paragraph the writer refers to the Simple Subject, which is usually a Noun, and the Simple Predicate, which is a Verb. In each of the following sentences the upright line marks off the Subject from the Predicate, while the Simple Subject and Simple Predicate are printed in heavier type :—

(a) A mother **hound** seeking a refuge for her family | **persuaded** a friend to let them occupy her kennel.

(b) The first **possession** acquired by England in the New World | **was discovered** by Sir Walter Raleigh.

(c) Raleigh's **servant**, entering his study with a foaming tankard of ale and nutmeg toast | **saw** him with a lighted pipe in his mouth.

3. Mark the Simple Subject and Simple Predicate in each of the following :—

(1) The rays of the bright morning sun soon cleared away the mists of the valley.



(2) Underneath the overhanging cliff of the castle the king received the missionaries.

(3) The promptings of reason, after very short experience, are shown by the following actions of American monkeys.

(4) All the property now left to him consisted of the clothes on his body.

### General Questions and Exercises

1. Supply the missing words in the following :—

- (1) As a kitten is to a cat so is a — to a dog.  
(2) As a lamb is to a sheep so is a calf to — —.  
(3) As a horse is to a — so is a locomotive to a train. (4) As a halfpenny is to a penny so is — — to — —. (5) As a second is to a — so is a minute to — —.

2. Read the following instructions once only with careful attention, and then carry out each of them :—

(a) Open the door of the room, take the key from the lock, lay it upon a desk, shut the door, and tap upon a lower panel three times.

(b) Take a reading-book from your desk, open it at page 36, read any six words twice over, close the book, and write down the six words.

3. Look round the room and name twelve common objects in the shortest possible time.

4. Why is it easy to remember the following long number : 78123456 ?

### Words often Mis-spelt

Put each of the following words into a sentence of your own composition :—

handkerchief

horrid

immediately

haul

humour

immense

headache

illustrate

impossible

horizon

imitate

improvement

## CHAPTER XIII

## Reading Exercise—A Page of History

ALAS ! and the false Chambermaid has warned Gouvion that she thinks the Royal Family will fly this very night ; and Gouvion, distrusting his own glazed eyes, has sent express for Lafayette ; and Lafayette's Carriage, flaring with lights, rolls this moment through the inner Arch of the Carrousel—where a Lady shaded in broad gypsy-hat, and leaning on the arm of a servant, also of the Runner or Courier sort, stands aside to let it pass, and has even the whim to touch a spoke of it with her *badine*—light little magic rod which she calls *badine*, such as the Beautiful then wore. The flare of Lafayette's Carriage rolls past : all is found quiet in the Court-of-Princes ; sentries at their post ; Majesties' Apartments closed in smooth rest. Your false Chambermaid must have been mistaken ? Watch thou, Gouvion, with Argus' vigilance ; for of a truth treachery is within these walls.

But where is the Lady that stood aside in gypsy hat and touched the wheel-spoke with her *badine* ? O Reader, that Lady that touched the wheel-spoke was the Queen of France ! She has issued safe through that inner Arch, into the Carrousel itself ; but not into the Rue de l'Echelle. Flurried by the rattle and rencounter, she took the right hand, not the left ; neither she nor her Courier knows Paris ; he is indeed no Courier but a loyal, stupid *ci-devant* Body-guard disguised as one. They are off, quite wrong, over the Pont Royal and River ; roaming disconsolate in the Rue du Bac ; far from the Glass-coachman who still waits.

THOMAS CARLYLE, *French Revolution*.

## Questions and Exercises

- I. In what way, or ways, does the above reading differ from an ordinary page of history ?



2. What effect is gained by writing as if these things were happening in present time ?
3. Put a portion into past time form—for example :  
Alas ! and the false Chambermaid had warned Gouvion that she thought, etc.
4. Collect in the form of notes the actual facts which can be gathered from the reading.
5. How does this author differ from ordinary writers in his use of capital letters ? What effect is gained by his device ?
6. Collect instances of Carlyle's use of *repetition*.

### A Court Scene

1. Try to dramatize the following passage (disregard the italics for the present) :—

“ Call the next witness,” said the King. The next witness was the Duchess's cook. *She* carried the pepper-box in her hand, and Alice guessed who it was, even before *she* got into the court, by the way the people near the door began sneezing all at once. “ Give your evidence,” said the King. “ Shan't,” said the cook. The King looked anxiously at the White Rabbit, *who* said in a low voice, “ Your Majesty must cross-examine this witness.” “ Well, if I must, I must,” the King said with a melancholy air, and, after folding *his* arms and frowning at the cook till his eyes were nearly out of sight, *he* said in a deep voice, “ What are tarts made of ? ” “ Pepper, mostly,” said the cook. “ Treacle,” said a sleepy voice behind *her*. “ Collar that Dormouse,” the Queen shrieked out. “ Behead that Dormouse ! Turn that Dormouse out of court ! Suppress *him* ! Pinch him ! Off with *his* whiskers ! ”

LEWIS CARROLL, *Alice in Wonderland*.

2. Which portion have you found it most difficult to work into a play scene ?

### Pronouns

1. Consider now the little words printed in italics in the preceding reading. To what person or thing does each word refer?
2. Each of these words is used *in place of* a Noun. For example, the first paragraph might run :—  
 The next witness was the Duchess's cook. The cook carried the pepper-box in *the cook's* hand, and Alice guessed who it was even before *the cook* got into the court, *etc.*  
 Why is the Pronoun used instead of a Noun in the above sentence?
3. Substitute Pronouns for the words printed in italics in the following sentences :—  
 (a) Edith bought a pair of gloves for *Edith*, and drew them upon *Edith's* hands. Then *Edith* set out with *Edith's* brother to pay a visit to *the-brother-and-sister's* aunt.  
 (b) Ethel made a pie for *Ethel* and put it into *Ethel's* box. Then Ethel invited *Ethel's* cousin to come to dinner with *Ethel*, and *Ethel-and-her-cousin* enjoyed the pie very much.  
 (c) Tom says that the book is *Tom's*, and that *the book* was given to *Tom* by *Tom's* teacher.
4. Certain Pronouns are sometimes used to ask questions—for example : *Who ? Which ? What ? Whom ?* and *Whose ?*
5. Compose sentences in the form of questions, each beginning with one of the above Question Pronouns—or Interrogative Pronouns as they are called in grammar. Use the Court Scene above to suggest the substance of your questions. For example : Who was the next witness ? What did the cook carry in her hand ? To whom did the King speak ? Whom did the Queen wish to behead ?



**Words often Mis-spelt**

Put each of the following words into a sentence of your own composition :—

incident	knowledge	magazine	mystery
insert	lawyer	majority	necessary
investigate	library	margarine	numerous
jail	linen	medicine	obstacle
jealous	liquid	military	occasion
junction	loose	muscle	official

**Change of Construction**

Express the following in another way, but retain the same ideas :—

- (1) The proposal received his hearty support.
- (2) Every one said that the rumour was ridiculous.
- (3) Diligence is the mother of good luck.
- (4) Honesty is the best policy.
- (5) The man that hath no music in his soul  
Is fit for treasons, stratagems, and spoils.
- (6) Anoint his eyes,  
But do it that the next thing he espies  
May be the lady.
- (7) To hang a dog on that man's oath would  
be a judicial murder.
- (8) He stands self-convicted of being a liar.
- (9) The common air of heaven sharpens men's  
judgments.
- (10) It is impossible to take a walk in the  
country without being amazed at the vast  
continent of one's own ignorance.

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## CHAPTER XIV

## Reading Exercise—The Village Preacher

NEAR yonder copse, where once the garden smiled,  
And still where many a garden flower grows wild ;  
There, where a few torn shrubs the place disclose,  
The village preacher's modest mansion rose.  
A man he was to all the country dear,  
And passing rich with forty pounds a year ;  
Remote from towns he ran his godly race,  
Nor e'er had changed, nor wished to change, his place ;  
Unpractised he to fawn, or seek for power,  
By doctrines fashioned to the varying hour ;  
Far other aims his heart had learned to prize,  
More skilled to raise the wretched than to rise.  
His house was known to all the vagrant train ;  
He chid their wanderings, but relieved their pain :  
The long-remembered beggar was his guest,  
Whose beard descending swept his aged breast ;  
The ruined spendthrift, now no longer proud,  
Claimed kindred there, and had his claims allowed ;  
The broken soldier, kindly bade to stay,  
Sat by his fire, and talked the night away,  
Wept o'er his wounds or tales of sorrow done,  
Shouldered his crutch, and showed how fields were won.  
Pleased with his guests, the good man learned to glow,  
And quite forgot their vices in their woe ;  
Careless their merits or their faults to scan,  
His pity gave ere charity began.

OLIVER GOLDSMITH.

## Questions and Exercises

1. Of what previous reading does the " Village Preacher " remind you ?
2. In what way are the two passages similar in form ?



3. Is there any similarity in substance ?
4. Write a short paragraph which would form an answer to the question, " What is Goldsmith's poem about ? "
5. Select one or two lines in which the prose order of the sentence is reversed or altered, such as :—  
     A man he was dear to all the country.  
 Why does the poet change the direct order of the statement ?  
 What is often destroyed when the line of poetry is written as prose—for example :—  
     He was a man dear to all the country.
6. Select a few Pronouns from the reading, and say what person or thing each refers to.
7. Which is the most pictorial portion of the reading ?
8. Which line or phrase in the reading sounds best to your ear ?
9. Invent a short conversation between the preacher and " the long-remembered beggar," or " the ruined spendthrift."
10. Try to invent a portion of the " broken soldier's " narrative. (*N.B.*—Goldsmith wrote in the latter part of the eighteenth century. Look up your history book for the wars in which the soldier might have taken part, and begin, " I was with — at — in —")

### Adjectives or Epithets

1. Consider the sentences :—

(1) You are a very *cruel* woman. (2) They made a *good* dinner. (3) Be a *good* boy.

The describing words printed in italics are known in grammar as Adjectives, and are said to " qualify " the Nouns to which they are attached. Note the two different meanings of the word *good* in sentences (2) and (3).

## 2. Consider the sentences :—

(1) *This* book is interesting. (2) Take *that* chair away. (3) I have *several* pennies. (4) She bought *two* pies.

The words in italics are also known as Adjectives, and these are said to “limit” the meaning of the Nouns to which they are attached. For example, the name *book* makes one think vaguely of a large number of objects of varying size and appearance ; but the addition of *this* confines the meaning to one particular book already indicated in some way by the speaker or writer. The word *pennies* has also a wide and vague meaning ; but when the Adjective *several* is added the meaning is narrowed down or limited.

## Exercises

1. Turn back to some of the readings, and select a few prominent Adjectives.
2. Insert suitable Adjectives in the following :—  
 (a) — — flowers were plucked by my — sister. (b) — sacks of — flour were brought to the — mill. (c) — girl is Tom's — sister. (d) The — — man seemed to be utterly exhausted. (e) — — horses were sold yesterday.
3. Apply all the suitable Adjectives you can think of to each of the following Nouns :—*cabbage, house, boy, day, night, month, hen, cake, biscuit.*
4. Add a suitable Noun to each of the following Adjectives :—*noisy, brave, stupid, round, hexagonal, clever, enormous, bold, careful.*
5. Distinguish between the meanings of : *considerate* and *considerable* ; *prominent* and *permanent* ; *deceased* and *diseased* ; *gentle* and *genteel*.

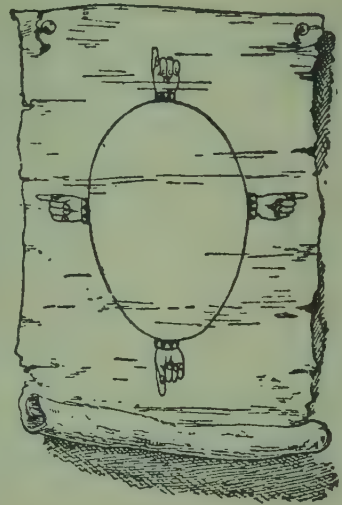


## Words often Mis-spelt

opinion	original	piano	position
opponent	parliament	pilot	possession
opportunity	peculiar	porridge	practical
organize	persuade	portrait	practise

## Picture Writing—Symbols

The great Indian chief Hiawatha, of whom the poet Longfellow wrote, taught his people picture writing as a means of expression and communication. The illustration shows a drawing, on the bark of a tree, which represents "Gitche Manito the Mighty," or the Great Spirit. The egg-shape shows that He is the source of all life, and the hands, with forefingers pointing to the four quarters of the earth, are intended to convey the idea that the Great Spirit was all-seeing and all-pervading.



## Exercises

1. Write down in your own words, and as simply as you can, what Hiawatha meant to express by the above drawing.
2. Try to make a drawing which would express the following :—
  - (1) The Spirit of Evil creeps along unseen in the darkness and twines himself round the heart of man.
  - (2) The West Wind brings the refreshing rain and makes the corn and fruits to grow.
  - (3) The East Wind is dry, cold, and good neither for man nor beast.

## CHAPTER XV

## A War Map



## Exercises

1. Describe the contents of the above map as fully as you can (date, September 25, 1915). Tell (1) of the positions, (2) of the movements.
2. About how many miles had the 46th Brigade covered when they reached the top of Hill 70?
3. Try to put into verse the following account of the crisis of the engagement (or parts of it). Try the verse form of the *Charge of the Light Brigade*.

But the Highlanders had not finished their task. It was not yet 9 o'clock, Loos was in their hands, but Hill 70, the gently sloping rise to the east of the village, was still to be won. The attacking line re-formed—what was left of the Black Watch and Seaforths leading, with the 7th Camerons and 10th Gordons. Now the



original plan had been for the attack to proceed beyond Hill 70 should circumstances be favourable, and though this plan had been modified on the eve of the battle, the change had not been explained to all the troops, and the leading battalions were in doubt about their final objective. The Highlanders streamed up the hill like hounds, with all battalion formation gone, the red tartans of the Camerons and the green of the Gordons mingling in one resistless wave. All the time they were under enfilading fire from both south and north ; but with the bayonet they went through the defences, and by 9 o'clock were on the summit of the hill.

JOHN BUCHAN, *Days to Remember*.

### More Adjectives

1. A lady once gave the following description of a man whom she disliked :—

He is a barbarous, capricious, detestable, envious, fastidious, hard-hearted, ill-natured, jealous, loathsome, obstinate, passionate, quarrelsome, bitter, captious, gross, peevish, savage, waspish, acrimonious, blustering, careless, inattentive, noisy, severe, boisterous, mischievous, offensive, pettish, touchy, austere, awkward, bullying, churlish, currish, dismal, dry, dull, drowsy, grumbling, horrid, huffish, insolent, morose, oppressive, overbearing, petulant, rough, rude, spiteful, yelping dog-in-the-manger.

2. Did this lady in her anger ever (1) repeat herself, (2) contradict herself ?
3. Which Noun does each of the above Adjectives qualify ?
4. Suppose that the gentleman had replied by using all the pleasant epithets he could think of to describe the lady. Try to write his description

by thinking of the opposites to some or all of the above Adjectives.

5. Append a suitable Noun to each of the following Adjectives :—*beautiful, impatient, honest, pitiable, ideal, sanctimonious, spirited, picturesque.*
6. Supply Adjectives in the following :—

This apple is — than that. Tom's desk is — than mine. The first hill was — than the second.

### Newspaper English

1. Read the following paragraph :—

At Leeds yesterday William Brown of Edgware Road, London, was committed for trial on charges of conspiring to obtain credit by fraud from mercantile houses in London, Leeds, Leicester, Manchester, and elsewhere. A sum of £70,000 and £80,000 is alleged to be involved. The alleged principal in the transactions has, so far, evaded arrest. Bail was allowed.

Now re-write the passage as if William Brown had been known to you, and you were sending this news to a friend in a letter.

2. Read the following newspaper announcement :—

The Carnegie Heroes Fund Trustees at Dunfermline yesterday awarded a medallion and an annuity of £100 to Dr. J. Hall Edwards of Birmingham, one of the pioneers in radiography. It will be recalled that, as a result of X-ray experiments, he contracted dermatitis, necessitating amputation of his left hand and forearm, and four fingers of the right hand.

Re-write the paragraph in simpler form.

3. What is meant by each of the following ?—

(a) FOLKESTONE. Villa. 3 beds, bath (h. and c.), 2 receps., usual offices; nice pos.; Fhld £800. Vac. Poss. Field and Sons, Folkestone.



(b) HARRIS-GOWLING 2 seater. £140. Per. order. Owner going abroad. Will send 100 miles for inspection. Box L24, *Birmingham Times*.

(c) NATURE TALKS FOR CHILDREN; three-thirty each Monday. 10s. 6d. the course of twelve. Miss Stork, 65 Hill Road, Sheffield.

(d) LADY keeps books for professional and private people. Business affairs. Income tax. Confidential. Highest refs. London and suburbs. G1162, *Daily Telegraph*, Fleet St., E.C.

(e) £75 wanted for Six Months. Repay £100. Safe Investment. Write Experimenter, 2 Brighton Road, Lewes, Sussex.

(f) Young Man, nearly 21, requires sit. ; any capacity. London preferred ; energetic ; smart. H. Holbrook, The Grove, Salisbury, Wilts.

### Words often Mis-spelt

Use each of the following words in a sentence of your own composition :—

precipice	prevention	profitable	recent
prepare	principal	pursue	recollect
preside	principle	quarry	reference
president	proceed	realize	release

### Jig-Saw Sentences

Re-arrange each of the following groups of words to make a sentence, beginning with the word commencing with a capital letter :—

(1) and impulse go to Her was back old to first to the blunder his treasurer explain him.

(2) my Elia housekeeper many years long been Bridget has for a.

## CHAPTER XVI

## Reading with Attention

1. Read the following paragraph ONCE ONLY :—

The coast of Sussex, between Rottingdean and Littlehampton, within the last ten nights, has been in a continual blaze, from the constant signals from the shore to the smugglers at sea, to keep from the land, owing to the constant activity and exertion of the Coast Guard and other Revenue officers : however, the smugglers appear to have been determined not to give in very easily, and made a push near Littlehampton Pier on Thursday, when their boat, with upwards of 130 casks of spirits, fell into the hands of the officers of the Coast Guard. . . . Owing to the smugglers being so constantly harassed, they made a bold push for Newhaven Harbour on Sunday morning, when very dark, and the flood running strong ; they were, on entering, hailed by the officers on watch, and returned for answer that it was a King's boat, the *Grecian*. The officers not being satisfied, gave chase, and after pulling six miles came up with the smugglers in an arm of the river called Glynd Reach, where they seized the boat with 54 casks of spirits on board. There is reason to expect the greatest part of this boat's cargo had been landed before the officers overtook her. It is only a few days since that 140 casks of spirits were seized by the Blockade and Revenue officers near Hastings. *The Times*, Feb. 11, 1824.

2. Write down as much of this paragraph as you can remember.
3. Compare your written paragraph with the above to find out which of the facts adhered to your memory.
4. Make a map of the coast to illustrate the reading.
5. Write a paragraph on Smuggling (not an "essay").



## Further Exercises

Use each of the following paragraphs in a similar manner :—

And now for the best drive in England. First among the orchards and lanes, then up and up to the airy moor. I was full of rapture up there on the coach behind the four horses, driving on and on for the long twenty miles to freedom, proud of being in the seat of honour by the coachman's side, yet comfortably insignificant to the passengers, whose conversation I could mingle with my day-dreaming. I climbed down the ladder and walked up the hills when the burden had to be lightened for the horses, but being in Huxtable's charge I was not allowed inside the "Fox and Goose" Inn when we stopped half-way. I was fed and watered outside with the horses : pails and nosebags for the horses ; tea and bread and butter handed up to me. *The Nation.*

After this I spent a great deal of Time and Pains to make me an Umbrella ; I was indeed in great want of one, and had a great mind to make one. . . . I took a world of Pains at it, and was a great while before I could make anything likely to hold ; nay, after I thought I had hit the Way, I spoil'd 2 or 3 before I made one to my Mind ; but at last I made one that answer'd indifferently well : The main difficulty I found was to make it to let down. I could make it to spread, but if it did not let down too, and draw in, it was not portable for me any Way but just over my Head, which would not do. However, at last, as I said, I made one to answer and cover'd it with Skins, the Hair upwards, so that it cast off the rains like a Pent-house. DANIEL DEFOE, *Robinson Crusoe.*

The "Plimsoll Line" is the mark painted on the hull of every British vessel, with the exception of certain small craft, to indicate that the ship may be loaded until the water reaches the line.

The official line became compulsory in 1890, when the recommendations of the Parliamentary Committee of three years before were given effect to through the efforts of Plimsoll and Havelock Wilson. Prior to that date every ship had to have a load-line painted on her, but it could be fixed wherever the owner pleased. One shipowner, in order to show his contempt for the law, had the load-line painted at the top of his steamer's funnel.

*The Observer.*

The abnormal weather prevailing in the Austrian Alps has resulted in the displacement of enormous masses of snow, which have fallen into the valleys in the form of great avalanches and have resulted in the loss of many lives. Up to Saturday evening 30 bodies had been recovered, and the number had grown to over 50 by this morning. Many more persons are known to be buried, but they have not yet been reached by the rescue parties sent out.

The first disaster was reported from Hieflau, at the entrance to the Enns Valley. Here what later on turned out to be a shunting engine with cars attached and a farm wagon carrying passengers were buried under a mass of snow nearly 100 ft. deep. Both the men on the engine and the occupants of the wagon are dead, the enginemen being burned to death.

*The Times.*

At the age of 72 Captain Joseph E. Bernier is about to set forth on his eleventh (and is already preparing for his twelfth) Arctic expedition.

In 1904, on behalf of the Canadian Government, he took possession of the Arctic Islands, bringing 500,000 square miles of territory and 40,000 square miles of fishing rights within the Dominion administration.

"The object of my expeditions," he told the *Westminster Gazette*, "is to maintain those rights which we have established in the North."

The population chiefly comprises Eskimos, among whom are two white men (one a deserter



from his ship) who have raised Eskimo families and lived in the North for 25 years. Captain Bernier takes out with him settlers, various representatives of the Canadian Government, and mounted police.

“Last year,” he said, “we took out one judge, three lawyers, and two interpreters. A court was held at Ponds Inlet, at which an Eskimo was tried for killing a white man.

“The prisoner was found guilty of manslaughter, and was sentenced to ten years’ imprisonment. We carried him back to Canada, and he is now serving his term in a prison at Winnipeg, which is the coldest that could be found for him.”

*Daily Paper.*

### Singular and Plural

1. Each Noun or Pronoun refers either to one thing or to more than one. Those which refer to one thing are said by grammarians to be in the *Singular Number*, while those which refer to more than one are said to be in the *Plural Number*. The distinction is useful and interesting.
2. Say whether each of the following words is Singular or Plural:—*soles, we, I, mermaid, years, day, trousers, world, grandmother, sea, murmurs, ocean, flowers, sun, soul, our, eyes, mother, children, death, evening, ball.*
3. One way of making a Singular Noun into a Plural Noun is by adding -s to it—for example, boot, boots; plate, plates, etc. Does it follow that every Noun ending in -s is a Plural Noun?
4. Change each of the following into the Plural:—*man, chair, woman, lady, mouse, coal, horse, carriage, I, my, he, blind, penny, pound, house, cushion, class, bush, gas.*
5. What is the Number of each Noun or Pronoun in the line—

“I cannot see what flowers are at my feet”?

## CHAPTER XVII

## Reading Exercise—Mr. Jingle

“CAPITAL game—well played—some strokes admirable,” said the stranger, as both sides crowded into the tent at the conclusion of the game.

“You have played it, sir?” inquired Mr. Wardle, who had been amused by his loquacity.

“Played it? Think I have—thousands of times—not here—West Indies—exciting thing—hot work—very.”

“It must be rather a warm pursuit in such a climate,” observed Mr. Pickwick.

“Warm!—red hot—scorching—glowing. Played a match once—single wicket—friend the Colonel—Sir Thomas Blazo—who should get greatest number of runs—won toss—first innings—seven o’clock a.m.—six natives to look out—went in; kept in—heat intense—natives all fainted—taken away—fresh half-dozen ordered—fainted also—Blazo bowling—supported by two natives—couldn’t bowl me out—fainted too—cleared away the Colonel—wouldn’t give in—faithful attendant—Quanko Samba—last man left—bat in blisters—ball scorched brown—five hundred and seventy runs—rather exhausted—Quanko mustered up last remaining strength—bowled me out—had a bath and went out to dinner.”

CHARLES DICKENS, *Pickwick Papers*.

## Questions and Exercises

1. Mr. Jingle gives the essentials, making notes or a kind of *précis*. Write out his description in extended form.
2. Try to translate one of the reading passages in this book into “Jinglese.” If you cannot find a suitable passage, take one from another book.
3. How would you describe Jingle’s style of narration?



## What about the Following ?

1. The work of erecting the new vicar of the Parish Church has commenced. *Daily Paper.*
2. The bride was attended by her sister Edith. . . . She also carried a bouquet of white chrysanthemums and her young brother Douglas, who wore a suit of blue velvet and silk. *Daily Paper.*
3. Roast cook carver wanted. Apply Chef, — Hotel, Liverpool.
4. Wanted, a gent on salary and commission to cover Kent, Surrey, Sussex, and Hampshire.
5. Wanted lady as Housekeeper to professional widower.

## Singular and Plural

Study the following pairs of words with the help of a dictionary :—

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
erratum	errata	terminus	termini
fungus	fungi	analysis	analyses
larva	larvæ	automaton	automata
memorandum	memoranda	axis	axes
nebula	nebulæ	crisis	crises
radius	radii	criterion	criteria
spectrum	spectra	ellipsis	ellipses
thesis	theses	hypothesis	hypotheses
bandit	banditti	oasis	oases
cherub	cherubim	phenomenon	phenomena
seraph	seraphim	beau	beaux
stratum	strata	monsieur	messieurs

Can you discover any reason why these words should form their plurals in such an unusual way ?

## Sentence Building

## 1. Think of the name or Noun—

bird.

If I put *that* before it I limit its meaning to a single bird which we can see or is known to us.

If I insert *small* between *that* and *bird*, I describe the bird perhaps to help you to pick it out from among others. We now have—

That small bird.

If I insert *brown* between *small* and *bird* I help to identify it still more easily, and if I add *on the cherry bough* I give still further assistance. We now have—

That small brown bird on the cherry bough,  
which would make a good subject for a sentence, the Simple Subject being *bird*.

## 2. Think of the Verb—

was caught.

Keeping the Noun *bird* in my mind, I might add to this verb the time word *yesterday* and the phrase *in the trap*. We now have—

was caught yesterday in the trap.

It seems to be necessary to say something about the trap so as to identify it more closely. We might place *wire* before *trap*, and the double phrase *set in the orchard to catch the hawk* after it. We then have—

was caught yesterday in the wire trap set  
in the orchard to catch the hawk,

which forms a good Predicate for the foregoing Subject, the Simple Predicate being the Verb *was caught*.



3. Try to build up a sentence from each of the following pairs of words : cat—stole ; man—was changed ; sailor—looked ; girl—cycled ; footballer—scored ; cook—prepared.

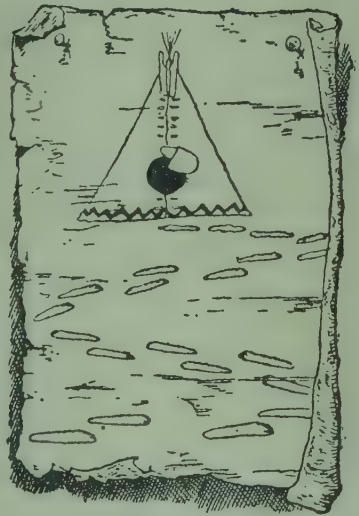
### Words often Mis-spelt

Put each of the following words into a sentence of your own composition :—

recollect	reliable	bouquet	responsible
reference	relief	resent	rogue
regard	remedy	residence	rumour
release	removal	resign	salary

### More Picture Writing—Messages

By means of the drawing shown herewith Hiawatha meant to convey the message : “Come to my home, where you will be warmly welcomed.”



### Exercises

1. Modify the drawing so as to convey the following message :—“ I have left home and gone into the woods to hunt the bear.”
2. Make a drawing to convey the following information :—“ A friend went out upon the Great Sea-Water, and a storm came on which overset his canoe, and he was drowned.”
3. Make another drawing to convey the following message :—“ We have fought long enough, and wish to make peace with your tribe.”

## CHAPTER XVIII

## Reading Exercise—A Conversation

“WHY, were the Greeks great fighters?” said Tom, who saw a vista in this direction. “Is there anything like David, and Goliath, and Samson, in the Greek history? These are the only bits I like in the history of the Jews.”

“Oh, there are very fine stories of that sort about the Greeks—about the heroes of early times who killed the wild beasts, as Samson did. And in the *Odyssey*—that’s a beautiful poem—there’s a more wonderful giant than Goliath, Polypheme, who had only one eye in the middle of his forehead; and Ulysses, a little fellow, but very wise and cunning, got a red-hot pine tree and stuck it into this one eye, and made him roar like a thousand bulls.”

“Oh, what fun!” said Tom, jumping away from the table, and stamping first with one leg and then the other. “I say, can you tell me all about those stories? Because I shan’t learn Greek, you know—Shall I?” he added, pausing in his stamping with sudden alarm lest the contrary might be possible. “Does every gentleman learn Greek? . . . Will Mr. Stelling make me begin with it, do you think?”

“No, I should think not—very likely not,” said Philip. “But you may read those stories without knowing Greek; I’ve got them in English.”

“Oh, but I don’t like reading; I’d sooner have you tell them me—but only the fighting ones, you know. My sister Maggie is always wanting to tell me stories, but they’re stupid things. Girls’ stories always are. Can you tell a good many fighting stories?”

“Oh yes,” said Philip. “Lots of them; besides the Greek stories I can tell you about Richard Cœur-



de-Lion and Saladin, and about William Wallace, and Robert Bruce, and James Douglas—I know no end.”

“ You’re older than I am, aren’t you ? ” said Tom.

“ Why, how old are *you* ? I’m fifteen.”

“ I’m only going in fourteen,” said Tom ; “ but I’ve thrashed all the fellows at Jacob’s.”

GEORGE ELIOT, *The Mill on the Floss*.

### Questions and Exercises

1. Re-write the foregoing passage as a dialogue or play scene, studying carefully the form of each sentence.
2. Write a note on each of the heroic characters mentioned by the boys, dealing with them in order of time.
3. What is peculiar about the following ?—  
Herculean efforts were made to keep the fire to a confined area. *Daily Paper*.
4. Write a short paragraph on the character of Tom, and a contrasting paragraph on the character of Philip, who was a cripple.
5. Which character do you prefer, and why ?

### Conversational Openings

1. Consider the following :—

*Molly*. Aren’t you coming out ? It’s such a lovely day !

*Helen*. Oh, don’t worry me. I’ve just got to a most exciting part of this book.

*Molly*. You can read it to-night. Come along. Don’t be stuffy.

*Helen*. But really——

*Molly*. No really—come along. What is the book ?

*Helen*. Kingsley’s *Westward Ho !* And Amyas has just met Ayacanora.

*Molly*. Well, tell me all about them as we go along to the hockey field.

Continue the above conversation. If you do not know *Westward Ho!* substitute the name of a story book well known to you. If you prefer, make the speakers boys.

2. Write down conversations between—

(a) Two boys who have just seen a man rescue a small boy who fell into a canal.

(b) Two girls who will shortly leave school, and who are discussing what they intend to do.

(c) A soldier and a sailor on the joys (and sorrows) of their respective callings.

### More about Number

Consider in each of the following sentences the Noun or Pronoun, printed in black type, and the Verb, printed in italics :—

- |  |  |
|--|--|
| (1) The <b>man</b> <i>is</i> a student.    | The <b>men</b> <i>are</i> students.          |
| (2) <b>He</b> <i>was</i> a soldier.        | <b>They</b> <i>were</i> soldiers.            |
| (3) The <b>goose</b> <i>cackles</i> .      | The <b>geese</b> <i>cackle</i> .             |
| (4) My <b>pen</b> <i>lies</i> there.       | My <b>pens</b> <i>lie</i> there.             |
| (5) Your <b>book</b> <i>opens</i> readily. | Your <b>books</b> <i>open</i> readily.       |
| (6) The <b>fish</b> <i>swims</i> .         | <b>Fishes</b> <i>swim</i> .                  |
| (7) <b>Tom</b> <i>has</i> a top.           | <b>Tom</b> and <b>Mary</b> <i>have</i> tops. |

The Noun or Pronoun and the Verb seem to affect each other in a way which it is difficult to express shortly. Nos. (4), (5), and (6) above might suggest some kind of rule as well as such sentences as the following :—

- |                              |                             |
|------------------------------|-----------------------------|
| (8) The paper costs a penny. | The papers cost threepence. |
| (9) The fire burns.          | The fires burn.             |
| (10) The door creaks.        | The doors creak.            |

The letter -s seems to be movable from Noun to Verb. Investigate this matter for yourself, and form other sentences on the model of (8), (9), and (10).

These sentences, however, only refer to



present time. And the rule about “a moving-s” does not apply to—

(11) He got half - way through.	They got half-way through.
(12) Tom travelled all night.	They travelled all night.
(13) The child said nothing.	The children said nothing.
(14) He loved to watch the drops.	They loved to watch the drops.
(15) He saw many butterflies.	They saw many butterflies.

Here the Verb is not affected by a change in the Noun or Pronoun.

The grammarian sums up this matter by saying that the *Simple Subject (Noun or Pronoun)* must “agree in Number” with the *Simple Predicate (Verb)*. This is not really very helpful. We have learnt, however, that when the Verb refers to present time we must watch its form very carefully in connection with the Number of the Noun which forms the Subject of the sentence. So far so good, for the present.

### Exercises

1. Insert either *was* or *were* in the following :—

- (1) There — a stone in the path. (2) There — two travellers on the road. (3) It — a magic journey. (4) It — very pleasant in the wood. (5) They — very merry. (6) The skies — blue. (7) Ethel and Mary — sisters.

2. Insert either *is* or *are* in the following :—

- (1) The height of the trees — very great. (2) — the men’s dinner ready? (3) — you the captain of the team? (4) The work done by the boys — very good. (5) — you going home now? (6) We — coming to see you. (7) She — a very good servant. (8) How — the children’s garden to be laid out? (9) It — very unkind to complain.

## CHAPTER XIX

## Mrs. Malaprop

THIS good lady is one of the characters in R. B. Sheridan's play, *The Rivals*. She is very partial to long words, and habitually uses them wrongly. Here are some of her sayings. Try to follow her vagrant thoughts.

(1) " Illiterate him, I say, from your memory."

(2) " I have proof controvertible of it."

(3) " You are an absolute misanthropy."

(4) " You surely speak laconically."

(5) " I would by no means wish a daughter of mine to be a progeny of learning. . . . I would never let her meddle with Greek or Hebrew or algebra or fluxions or paradoxes or such inflammatory branches of learning, neither would it be necessary for her to handle any of your mathematical, astronomical, diabolical instruments. . . . Then, sir, she should have a supercilious knowledge of accounts—and as she grew up I would have her instructed in geometry, that she might know something of the contagious countries ; but above all, Sir Anthony, she should be mistress of orthodoxy, that she might not mis-spell, and likewise that she might reprehend the true meaning of what she is saying."

(6) " I shall give Mr. Acres his discharge, and prepare Lydia to receive your son's invocations, and I hope you will represent her to the Captain as an object not altogether illegible."

(7) " If ever you betray what you are entrusted with (unless it be other people's secrets to me), you forfeit my malevolence for ever ; and you being a simpleton shall be no excuse for your locality."

(8) " Few gentlemen nowadays know how to value the ineffectual qualities in a woman."

(9) " He is the very pine-apple of politeness."



(10) "Oh, it gives me the hydrostatics to such a degree!"

(11) "Sure, if I reprehend anything in this world it is the use of my oracular tongue and a nice derangement of epitaphs."

(12) "She's as headstrong as an allegory on the banks of the Nile."

### Questions and Exercises

1. Get Dickens's *Nicholas Nickleby* from the library, and find out whether Mrs. Nickleby resembles Mrs. Malaprop in any way.
2. Try to "malapropize" the following sentences:—
  - (a) I received an anonymous letter yesterday.
  - (b) The minister preached a very long sermon.
  - (c) That will be counted for righteousness.
3. Use each of the following words in a sentence of your own composition:—tanner, tenor, tuner; debtor, doubter; defence, defiance; caviller, cavalier; execrate, excoriate; eclipse, ellipse; carat, carrot; guardian, guerdon; psychology, physiology.

### More about Agreement

1. Study and learn the following:—

#### PRESENT TIME

<i>Singular</i>	<i>Plural</i>
1. I am.	1. We are.
2. Thou art.	2. You (or ye) are.
3. He (she or it) is.	3. They are.

#### PAST TIME

<i>Singular</i>	<i>Plural</i>
1. I was.	1. We were.
2. Thou wast.	2. You were.
3. He was.	3. They were.

2. Consider the Pronoun *thou*. Do you ever use it? Where is it sometimes used?

For practical writing and speaking purposes we may pass over *Thou art* and *Thou wast*.

3. The Verbs *am*, *is*, and *was* are only used with reference to one person or thing. The Pronoun *I* and *am* are inseparable; the latter word is never used with any other pronoun. If you find *am* in a sentence, *I* will not be very far away.

*N.B.*—Consider the sentence *I am not*. How can you shorten this expression in conversation?

4. The verbs *is* and *was* are both Singular, and must only be used in speaking of one person or thing.
5. But the word that requires closest study is *you*. It may be used in speaking to one person or more than one.

BUT WHETHER YOU MEANS ONE OR MORE THAN ONE WE USE WITH IT THE PLURAL VERB ARE OR WERE.

6. Supply the missing word in each of the following sentences :—

(1) — you going home now? (2) You — late for breakfast (Present). (3) He — a clever boy (Present). (4) She — a good servant (Past). (5) We — doing our work (Present). (6) I — very tired (Present).

### Intelligence Questions

1. Repeat the following series of numbers five times :—

5 8 1 3 0 7 6 4 2 9

Now repeat the series from memory.

2. What is wrong with the following ?—

A soldier severely wounded and insensible walked into the field hospital. He was examined by a physician, who amputated his left arm. The



man soon got well, and his brother, who had been blinded in the war, came to see him. The man was much affected by the visit, and flinging his arms round his brother's neck, kissed him heartily.

3. Write a paragraph giving your opinion on the following :—

“ I wish there were a true order of chivalry instituted for our English youth in which both boy and girl should receive, at a given age, their knighthood and ladyhood by true title ; attainable only by certain probation and trial both of character and accomplishment ; and to be forfeited, on conviction by their peers, of any dishonourable act.”

JOHN RUSKIN.

4. Look up in the dictionary or encyclopædia : Chivalry (Age of) ; knighthood ; knight errant.
5. Think out the answer to the old Greek riddle proposed by the Sphinx : “ What animal is it that in the morning goes on four limbs, throughout the day on two, and in the evening on three ? ”

### A Picture-Writing Exercise

Make drawings to convey the following messages :—

(1) To find the bundle, turn up the first field-path beyond the fifteenth milestone, and follow it until you come to a broken stile. Cross this stile, and measure six yards along the hedge to the left. Search among the undergrowth.

(2) Meet me at the third tree from the side of the field which is nearest the railway bridge. Ten a.m. prompt.

(3) Make a fire near the footbridge across the brook, boil the kettle, and have the bacon ready in the frying-pan to be put on the fire when I arrive at seven p.m.

## CHAPTER XX

## Reading Exercise—Scrooge

**Oh!** but he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, clutching, covetous old sinner! **Hard** and sharp as flint, from which no steel had ever struck out generous fire; secret and self-contained, and solitary as an oyster. **The cold** within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. **A frosty rime** was on his head, and on his eyebrows, and his wiry chin. **He carried** his own low temperature always about with him; he iced his coffee in the dog-days and didn't thaw it one degree at Christmas.

**External heat** and cold had little influence on Scrooge. **No warmth** could warm nor wintry weather chill him. **No wind** that blew was bitterer than he; *no falling snow* was more intent upon its purpose; *no pelting rain* less open to entreaty. **Foul weather** didn't know where to have him. **The heaviest rain** and snow and hail and sleet could boast of the advantage over him in only one respect. **They often** "came down" handsomely, but Scrooge never did.

CHARLES DICKENS, *Christmas Carol*.

## First Words

1. Study the first words of the sentences which are printed in heavy type in the foregoing passage. Note their variety.
2. Turn back to other prose readings in order to study the beginnings of the sentences in a similar manner.
3. Note in the Scrooge extract the three consecutive



similar beginnings—*No wind—no falling snow—no pelting rain.* What is your opinion of this repetition, and what is its effect?

4. What is your conclusion about this matter of beginning? In what way does it apply to your own English exercises?

### Speech Drill

1. Which parts of the body are brought into action when you speak?
2. Use a dictionary to investigate the meaning of the following words:—*larynx, diaphragm, vocal chords, palate, bronchial, inspiration, expiration.*
3. All the words in each of the following series have the same vowel sound. Pronounce them precisely:—

(1) tub, rub, dub, public, hubbub, cub, subject.

(2) suck, tuck, bucket, duck, cluck, chuck, luck, huckster, ruck, Puck, busk, muck.

(3) bud, mud, cud, stud, suds, shudder, cuddle, huddle, muddle, puddle, blood, flood.

(4) cudgel, budge, budget, fudge, smudge.

(5) buff, cuff, muff, puff, stuff, enough, rough, tough.

4. Speak each of the following sentences rather quickly without being too precise:—

Well, what do you think about it all? I can't do that at all. The train starts at ten o'clock. I must leave next Tuesday. Will you please come this way? Mr. Smith would like to know whether you can see him for a few minutes. You are wanted at the telephone. Will you come and play with me? Bring her here. What do you mean? I'll let you know. It's getting late, you know. I want to go to Cricklewood.

## Further Study of Agreement

## PRESENT TIME

<i>Singular</i>	<i>Plural</i>
1. I love.	1. We love.
2. Thou lovest.	2. You love.
3. He (she or it) loves.	3. They love

## PAST TIME

<i>Singular</i>	<i>Plural</i>
1. I loved.	1. We loved.
2. Thou lovedst.	2. You loved.
3. He (she or it) loved.	3. They loved.

- Which of the above lines may be neglected for ordinary purposes ?
- Make a table like the above, using the Verb *hear*.
- Give the past time table for each of the following Verbs :—*see, think, drink, catch, prepare, fall, lie, stand, see, cleave, reap, beat, draw, mow, hew, wake, throw, draw.*

## Words often Mis-spelt

Put each of the following words into a sentence of your own composition :—

saucer	secretary	skilful	stationery
scenery	seize	society	stolen
scheme	senseless	solemn	suggest
scholar	separate	sphere	superior
science	sincerely	stationary	suspicion

## What about the Following ?

- Deirdre, young, fair, heart-starved now and ever,  
had one cutlet for the romance that flowed  
upward from the sunless caverns of her soul.  
*Serial Story.*

2. A Southampton lady, who desired to remain unanimous, deposited £5,000 in War Bonds in a local bank to help to provide houses for homeless workers.

3. *Passenger.* What time's the next trine for 'Arrer?  
*Porter.* Due now.

*Passenger.* Course I down't, else I wouldn't arsk yer.

4. A Californian gold-digger, having become rich, desired a friend to procure for him a library of books. The friend obeyed and received a letter of thanks thus worded: "I am obliged to you for the pains you have taken in making your selection. I particularly admire a grand religious poem about Paradise by a Mr. Milton, and a set of plays (quite delightful) by a Mr. Shakespeare. If these gentlemen should write and publish anything more, be sure and send me their new works."

(*Mem.*—Could you imagine any circumstances under which something "new" by Mr. Milton or Mr. Shakespeare might even yet be published? Who came first in order of time, Milton or Shakespeare?)

5. Correct the following examination answers:—

(a) Emigration is what runners rub into their legs.

(b) An encyclopædia is a book from which people get inflammation of the world.

(c) Superfluity is people what believe in ghosts.

(d) Cereals are what a gentleman wears at the end of his watch-chain.

(e) A watershed is a shed by the side of a river where, when the doors have been opened, boats can go in and spend the night.

(f) A desert is where people do not often go, because they cannot get a drink there.



## CHAPTER XXI

## Question and Answer

1. In framing a question we either use one of the query words, *where, when, how, why, what, whatever, who, whom, whose*, or we turn a sentence round. Thus the statement, *I shall go*, becomes the question, *Shall I go?* But we may sometimes combine the two methods and ask, *Where shall I go?*
2. We may by proper use of the voice make the statement, *You are going home*, into the question, *You are going home?* But after *home* the words *are you* are understood, though they may not be expressed.
3. Do not use *What . . . for?* unless the answer must also contain the word *for* expressed or understood. For example :—  
     What did he ask for?      (For) his pen.  
     Whom did he play for?    (For) the Rangers.  
     Use *Why* instead of *What . . . for?* as a general rule.  
     Why did he come?    Because he wished to see you.
4. How would you ask leave (1) to take a half-holiday to-morrow ; (2) to take an apple from a plate ; (3) for yourself and another to enter my room ; (4) to go with your mother to a concert ?
5. Frame questions to which the following sentences might be the answers :—(1) I feel sure you can write the essay if you try. (2) I met a policeman. (3) It is John's book. (4) Your mother. (5) The moon. (6) The first to the right, and then straight on over the bridge.

## Reading Exercise—A Word Picture

OVER against a London house, a corner house not far from Cavendish Square, a man with a wooden leg had sat for some years, with his remaining foot in a basket in cold weather, picking up a living in this wise :— Every morning at eight o'clock he stumped to the corner, carrying a chair, a clothes-horse, a pair of trestles, a board, a basket, and an umbrella, all strapped together. Separating these, the board and trestles became a counter, the basket supplied the few small lots of fruit and sweets that he offered for sale upon it and became a foot-warmer, the unfolded clothes-horse displayed a choice collection of half-penny ballads, and became a screen, and the stool planted within it became his post for the rest of the day. All weathers saw the man at the post. This is to be accepted in a double sense, for he contrived a back to his wooden stool by placing it against the lamp-post. When the weather was wet, he put up his umbrella over his stock-in-trade, not over himself ; when the weather was dry, he furled that faded article, tied it round with a piece of yarn, and laid it cross-wise under the trestles, where it looked like a forced lettuce that had lost in colour and crispness what it had gained in size.

CHARLES DICKENS, *Our Mutual Friend*.

## Exercises and Questions

1. Give a suitable title to the reading exercise.
2. Is this passage descriptive, narrative, conversational, realistic, imaginative, or dramatic prose ? (N.B.—It may be more than one of these.)
3. Is there anything *improbable* in the story ? Is there anything *impossible* in it ?
4. Study the adjectives or epithets and the suitability of each.

5. Note the following points about the description of the man :—(a) the homely, unexciting character of the subject ; (b) the friendly feeling shown by the writer ; (c) the careful description of seemingly unimportant things ; (d) the completeness of the word-picture.
6. Select something homely but rather unusual which you see on your daily rounds. You may not find anything suitable for weeks or even months, but when you have found a subject as good as that of Charles Dickens try to describe it fully and feelingly in your own words. To a certain extent you might use his paragraph as a model for the construction of your sentences, but it may be wiser to keep your own sentences simpler, for Dickens was a master where the rest of us are pupils.

### Words often Mis-spelt

Put each of the following words into a sentence of your own composition :—

temptation	tyrant	vertical	whether
theatre	university	horizontal	wholesome
tobacco	valuable	vocation	woollen
truly	variety	wasteful	wretched
Wednesday	yield	Tuesday	February

### Intelligence Questions

1. What is the meaning of the following newspaper paragraph ?—  
 “ Conscience money ” to the amount of 10s. has been sent to a Bristol tradesman by a customer who received excess change ten years ago.
2. Write a short story to show the inner meaning of one of the following proverbs :—  
 (a) A stitch in time saves nine.



(b) Wilful waste makes woeful want.

(c) A bird in the hand is worth two in the bush.

(d) It is of no use crying over spilt milk.

(e) Fine words butter no parsnips.

3. What are some of the differences between a King of England and a President of the United States?
4. Write yesterday's page for your personal diary.
5. What is (1) the leading article of a newspaper; (2) the money column; (3) the advertisement page; (4) stop press news; (5) a book review?
6. Write a single sentence naming some of the trades closely connected with the production and distribution of newspapers.
7. How is it that a large newspaper can be sold for such a small sum?
8. What are the uses of a newspaper?
9. Distinguish between a newspaper and a magazine.
10. Why does Andrew S. Smith avoid using his initials?

### More Picture Writing

1. Make some simple drawings which would convey clear ideas to a child who is learning to talk. These should show (1) objects which a child can readily name; (2) familiar actions which will lead the child to the formation of a very simple sentence, like "Pussy walks."
2. You are asked the question: "Do you like tomatoes?" Reply by means of an outline picture of a face.
3. Convey by means of a drawing the following piece of news:—"The fire was started by the ignition of a box of matches left half open on a window ledge upon which the rays of the sun shone directly at mid-day."
4. Send a postcard, as from a holiday resort, showing by means of a sketch or sketches how well you are enjoying yourself.

## CHAPTER XXII

## The Object of a Sentence

1. Consider the following sentence :—

The **lady** in the fur coat | **bought** a large cut-glass **decanter**.

The upright line separates Subject from Predicate. The Simple Subject and Simple Predicate are printed in heavy type. The Simple Predicate or Verb speaks of an action which cannot be carried out without affecting something else, the name of which, the Noun *decanter*, is called the **Simple Object** of the sentence. The complete Object is *a large cut-glass decanter*, but it is easy to see that the Noun is the core of this phrase.

2. If we apply the question *What ?* or *Whom ?* to the Simple Predicate of a sentence and obtain a direct answer to either question the answer forms the Object of the sentence.

3. Study the following further examples :—

That **man** on the horse | **caught** three young **hares** in the field.

Seven **men** | **can mow** an acre of grass in a short time.

The **boy** in the boat | **cannot see** the **shore**.

**Mrs. Jones** of "Highfield" | **will send** her **son** to school next week.

## Exercises

1. Make sentences from the following groups of words :—

(1) garden, sowed, peas ; (2) choir, sang, carols ; (3) boat, carried, passengers ; (4) train, is able to accommodate, travellers ; (5) members, held, meeting ; (6) steam, burst, boiler ; (7) sub-

marine, sunk, vessels ; (8) boys, sang, carols ;  
(9) Each boy, received, present.

2. Note the following :—

- (a) John saw the *boy*. *Whom* did John see ?
- (b) I love my *mother*. *Whom* do you love ?
- (c) Mary met her *sister*. *Whom* did Mary meet ?
- (d) They elected *John Brown*. *Whom* did they elect ?

Try to make a rule from these examples about the use of *Whom* as a query word.

### Intelligence Questions

1. Use each of the following abbreviations in a sentence of your own composition :—  
Esq. ; B.A. ; Dr. ; M.P. ; D.Sc. ; Rev. ; M.D.
2. In which countries are there no titles, such as Sir, Lord, Duke, etc. ?
3. Write a note to a friend asking him to let you have a certain book on loan for a week.
4. Write down the question to which each of the following sentences forms the answer :—(1) He blamed me for breaking the glass. (2) Mr. Jones taught both James and Andrew. (3) This cap belongs to Jack. (4) The headmaster is the owner of this book.
5. What is your opinion about the wording of each of the following advertisements :—
  - (1) Maid, superior, all duties, flat, good cooking essential.
  - (2) Found, black spaniel, apply with name and address on collar Walcot Gardens, Headington.

### Sentence Study

1. The following paragraph from Charles Darwin's *Voyage of the Beagle* has been divided into numbered sentences in order to help you to study the form of each sentence :—



(1) The old man had a fillet of white feathers round his head, which partly confined his black, coarse, and entangled hair.

(2) His face was crossed by two broad transverse bars: one, painted with bright red, reached from ear to ear, and included the upper lip; the other, white like chalk, extended above and parallel to the first, so that even his eyelids were thus coloured.

(3) The other two men were ornamented by streaks of black powder, made of charcoal.

(4) The party altogether closely resembled the devils which come on the stage in plays like *Der Freischutz*.

2. Note, in a general way, *the difference in length* of these four sentences. How would the paragraph read if all four sentences were of the same pattern?
3. In what way does the form of Sentence (1) resemble that of Sentence (4)?
4. Note the useful word *which* in Sentences (1) and (4). What does it mean in each sentence?

### Exercises

Study the sentence forms in the following paragraphs:—

Parties in Cranford were solemn festivities, making the ladies feel gravely elated as they sat together in their best dresses. As soon as three had arrived we sat down to "Preference," I being the unlucky fourth. The next four comers were put down immediately to another table, and presently the tea-trays, which I had seen set out in the store-room as I passed in the morning, were placed each on the middle of a card-table. The china was delicate egg-shell; the old-fashioned silver glittered with polishing; but the eatables were of the slightest description.

MRS. GASKELL, *Cranford*.

They called him Trotty from his pace, which meant speed, if it didn't make it. He could have walked faster perhaps ; most likely ; but rob him of his trot, and Toby would have taken to his bed and died. It bespattered him with mud in dirty weather ; it cost him a world of trouble ; he could have walked with infinitely greater ease, but that was one reason for his clinging to it so tenaciously.

CHARLES DICKENS, *The Chimes*.

Well, William Dobbin, had for once forgotten the world, and was away with Sinbad the Sailor in the Valley of Diamonds, or with Prince Ahmed and the Fairy Peribanou in that delightful cavern where the Prince found her, and whither we should all like to make a tour, when shrill cries, as of a little fellow weeping, woke up his pleasant reverie, and, looking up, he saw Cuff before him, belabouring a little boy.

W. M. THACKERAY, *Vanity Fair*.

It was not yet quite night when suddenly a great boulder leapt from the limestone ridge far, far above the road, bounded down step upon step of the ravine wall, and as it thundered revealed, tiny in the distance of the upper air, a group of wild men whose cries were now answered immediately on every side. The under-wood awoke ; fierce rushes from above and below broke the line at one point and another and another. The Chivalry in the rear, galloping and pressing through their own men, could do nothing to rescue, and behind them also the clansmen poured in. As the first stars came out above the gorge, a steady carnage had begun.

HILAIRE BELLOC, *The Eye-Witness*.







## CHAPTER XXIII

## A Story wanting Words

1. Study the picture on the opposite page, noting all the details.
2. Who are the principal figures ? Give a name to each.
3. Who are the secondary figures ?
4. Tell the story of the picture, either in narrative form or as a scene in a play.
5. What is the effect of the black patch at the bottom of the picture and the black cloak behind the viking in the foreground ?

## Peculiar Sentences

Try to discover what is peculiar, unusual, or wrong in each of the following sentences :—

(1) Mr. Collins and Charlotte appeared at the door, and the carriage stopped at the small gate, which led by a short gravel walk to the house in this case amidst the nods and smiles of the whole party.

JANE AUSTEN.

(2) Elizabeth hesitated, but her knees trembled under her, and she felt how little could be gained by an attempt to pursue them.

JANE AUSTEN.

(3) He dropped his knife in his retreat against the wall, which his rapid antagonist kicked under the table.

W. M. THACKERAY.

(4) Another hermit, being very holy, received pure white bread every day from Heaven ; but, being extravagantly elated, the bread became worse and worse, till it became perfectly black.

W. E. LECKY.

(5) The brooches would have been sent before, but have been unwell. *Business Letter.*

(6) Bedroom to let suit married couple 12 feet square. *Daily Paper.*

### Sentence Grafting

Enlarge each of the following sentences by grafting upon it the phrases which immediately follow it :—

1. The boys sang carols. (a) from the neighbouring village; (b) from house to house; (c) on Christmas Eve.
2. Several people were overcome. (a) in a very short time; (b) in the hall; (c) by the fumes from the exploded lamp.
3. Two thrushes built a nest. (a) early in the spring; (b) in the pea sticks leaning against the fence.
4. We looked at some clothes. (a) in the meantime; (b) for the ragged boy.
5. They found him. (a) two years later; (b) living in the same house.
6. The boy learnt to read. (a) in spite of his blindness; (b) very quickly; (c) with the help of a sympathetic teacher.

### Speech Drill

All the words in each of the following groups have the same vowel sound. Pronounce them carefully.

(i) muff, buff, cuff, enough, tough.

- (2) tug, dug, hug, pug, rug, struggle, lugger.  
 (3) dull, gull, hull, catapult, insult, colour.  
 (4) brush, gush, mushroom, rush, Russian, luscious.  
 (5) but, nut, cut, rut, butter, button.

### Intelligence Questions

1. A man with a bad memory could not remember his friend's telephone number, which was 3052. His friend suggested that 30(ff)5 leaves 2. Do you think the first man could ever forget this number?
2. How would you help yourself to remember the following telephone numbers?—  
                     Howe 2345.                      Robinson 3456.  
     Your answer must show how you would prevent confusion between Howe and Robinson.
3. Describe a recent dream.
4. What is a day-dream? How does it differ from the ordinary kind of dream?
5. Distinguish carefully between *firm* and *stubborn*; *upright* and *self-righteous*; *restful* and *enervating*; *frank* and *impudent*; *humble* and *modest*.
6. Describe the various devices used for telling the time. How does an animal know when it is feeding-time?
7. Put each of the following lists or series into a sentence:—

honour, love, obedience, troops of friends;  
 coal, wood, oil, petrol; Palmerston, Gladstone,  
 Disraeli, Salisbury, Rosebery, Balfour, Asquith,  
 Lloyd George, Ramsay Macdonald; suit,  
 pyjamas, collars, ties, slippers, tooth-brush,  
 razor, shaving soap; Edinburgh, London, Paris,  
 Berlin, Rome, Madrid.



## CHAPTER XXIV

## Reading Exercise—Loving and Liking

THERE'S more in words than I can teach ;  
Yet listen, Child !—I would not preach ;  
But only give some plain directions  
To guide your speech and your affections.  
Say not you *love* a roasted fowl,  
But you may love a screaming owl.  
And, if you can, the unwieldy toad  
That crawls from his secure abode  
Within the mossy garden wall  
When evening dews begin to fall.  
Oh mark the beauty of his eye :  
What wonders in that circle lie !  
So clear, so bright, our fathers said  
He wears a *jewel* in his head !  
And when, upon some showery day,  
Into a path or public way  
A frog leaps out from bordering grass,  
Startling the timid as they pass,  
Do you observe him, and endeavour  
To take the intruder into favour ;  
Learning from him to find a reason  
For a light heart in a dull season.  
And you may love him in the pool,  
That is for him a happy school,  
In which he swims as taught by Nature,  
Fit pattern for a human creature,  
Glancing amid the water bright  
And sending upward sparkling light.

Nor blush if o'er your heart be stealing  
A *love* for things that have no feeling :  
The spring's first rose by you espied,  
May fill your breast with joyful pride ;

And you may *love* the strawberry flower,  
And love the strawberry in its bower ;  
But when the fruit, so often praised  
For beauty, to your lip is raised,  
Say not you *love* the delicate treat,  
But *like* it, enjoy it, and thankfully eat.

Long may you *love* your pensioner mouse,  
Though one of a tribe that torment the house :  
Nor dislike for her cruel sport the cat,  
Deadly foe both of mouse and rat ;  
Remember she follows the law of her kind,  
And Instinct is neither wayward nor blind.  
Then think of her beautiful gliding form,  
Her tread that would scarcely crush a worm,  
And her soothing song by the winter fire,  
Soft as the dying throb of the lyre.

I would not circumscribe your love :  
It may soar with the eagle and brood with the dove,  
May pierce the earth with the patient mole,  
Or track the hedgehog to his hole.  
*Loving* and *liking* are the solace of life,  
Rock the cradle of joy, soothe the death-bed of strife.  
You love your father and your mother,  
Your grown-up and your baby brother ;  
You love your sister, and your friends,  
And countless blessings which God sends :  
And while these right affections play,  
You *love* each moment of your day ;  
They lead you on to full content,  
And *likings* fresh and innocent,  
That store the mind, the memory feed,  
And prompt to many a gentle deed :  
But *likings* come, and pass away ;  
'Tis *love* that remains till our latest day :  
Our heavenward guide is holy love,  
And will be our bliss with saints above.

DOROTHY WORDSWORTH.

## Questions and Exercises

1. Write a short summary or *précis* of the above lines.
2. Dorothy Wordsworth, sister of William Wordsworth the poet, wrote the above lines more than a hundred years ago. Try to invent a conversation between her and a boy or girl of the present day on the use of words, introducing such expressions as "Thanks awfully," "jolly rotten," "old bean," etc.
3. What is the lesson of Dorothy Wordsworth's lines?
4. Which do you consider the prettiest parts of the above reading?
5. With which portions do you disagree? (Be quite frank.) Try to answer one of these portions in rhyming couplets like those in the reading.
6. What happens to the following lines when written in prose order?—
  - (a) What wonders in that circle lie!
  - (b) Glancing amid the water bright.
  - (c) But when the fruit, so often praised  
For beauty, to your lip is raised.
7. Connect the following lines from Shakespeare with a portion of the reading:—
 

Sweet are the uses of adversity,  
Which, like the toad, ugly and venomous,  
Wears yet a precious jewel in his head.
8. With which words in the above lines by Shakespeare would Dorothy Wordsworth not agree?
9. Make a careful study of the epithets or adjectives in "Loving and Liking," such as *happy* school, *bordering* grass, etc.
10. Select from the reading a line or pair of lines which can be readily analyzed into Subject, Predicate, and Object.
11. Study the number of syllables in an ordinary line of the poem. Why does the writer make certain lines longer?



## Noble Prose and "Immortal Verse"

Read the following aloud :—

(1) So when this corruptible shall have put on incorruption, and this mortal shall have put on immortality, then shall be brought to pass the saying that is written, Death is swallowed up in victory. O death, where is thy sting? O grave, where is thy victory?

(2) Many waters cannot quench love, neither can the floods drown it : if a man would give all the substance of his house for \* love, it would utterly be contemned.

(3) The king's daughter is all glorious within : her clothing is of wrought gold.

(4) Thine eyes shall see the King in his beauty: they shall behold the land that is very far off.

(5) And a man shall be as an hiding-place from the wind, and a covert from the tempest ; as rivers of water in a dry place, as the shadow of a great rock in a weary land.

(6) This royal throne of kings, this sceptred isle,

This earth of majesty, this seat of Mars,

This other Eden,—demi-paradise,—

This fortress built by Nature for herself

Against infection, and the hand of war ;

This happy breed of men, this little world,

This precious stone set in the silver sea . . .

This blessed plot, this earth, this realm, this  
England !

SHAKESPEARE.

(7) His state is kingly ; thousands at His bidding speed,

And post o'er land and ocean without rest ;

They also serve who only stand and wait.

MILTON.

\* *i.e.*, as a substitute for.

## CHAPTER XXV

## Reading Exercise—Good Books

ALL books are divisible into two classes, the books of the hour and the books of all time. Mark this distinction—it is not one of quality only. It is not merely the bad book that does not last, and the good one that does. It is a distinction of species. There are good books for the hour, and good ones for all time ; bad books for the hour, and bad books for all time. I must define the two kinds before I go farther.

The good book for the hour, then—I do not speak of the bad ones—is simply the useful or pleasant talk of some person whom you cannot otherwise converse with, printed for you. Very useful often, telling you what you need to know ; very pleasant often, as a sensible friend's present talk would be. These bright accounts of travels ; good-humoured and witty discussions of question ; lively or pathetic story-telling in the form of novel ; firm fact-telling by the real agents concerned in the events of passing history ;—all these books of the hour, multiplying among us as education becomes more general, are a peculiar possession of the present age : we ought to be entirely thankful for them, and entirely ashamed of ourselves if we make no good use of them.

But we make the worst possible use if we allow them to usurp the place of true books ; for, strictly speaking, they are not books at all, but merely letters or newspapers in good print. Our friend's letter may be delightful or necessary to-day ; whether worth keeping or not is to be considered. The newspaper may be entirely proper at breakfast time, but assuredly it is not reading for all day. So, though bound up in a volume, the long letter which gives you so

pleasant an account of the inns, and roads, and weather, last year at such a place, or which tells you that amusing story, or gives you the real circumstances of such and such events, however valuable for occasional reference, may not be, in the real sense of the word, a "book" at all, nor, in the real sense, to be "read." A book is essentially not a talking thing, but a written thing ; and written, not with a view of mere communication, but of permanence. The book of talk is printed only because its author cannot speak to thousands of people at once ; if he could, he would—the volume is mere multiplication of his voice. You cannot talk to your friend in India ; if you could, you would ; you write instead : that is mere *conveyance* of voice.

But a book is written, not to multiply the voice merely, not to carry it merely, but to perpetuate it. The author has something to say which he perceives to be true and useful, or helpfully beautiful. So far as he knows, no one has yet said it ; so far as he knows, no one else can say it. He is bound to say it, clearly and melodiously if he may ; clearly at all events.

In the sum of his life he finds this to be the thing, or group of things, manifest to him ; this, the piece of true knowledge, or sight, which his share of sunshine and earth has permitted him to seize. He would fain set it down for ever ; engrave it on rock if he could ; saying, " This is the best of me ; for the rest, I ate, and drank, and slept, loved, and hated, like another ; my life was as the vapour and is not ; but this I saw and knew ; this, if anything of mine, is worth your memory." That is his " writing " ; it is, in his small human way, and with whatever degree of true inspiration is in him, his inscription, or scripture. That is a " Book."

JOHN RUSKIN, *Sesame and Lilies*.



## Questions and Exercises

1. Make a short summary or *précis* of the reading, giving in a general way, and in your own words, the substance of Ruskin's argument.
2. Study the variety in the form of the sentences. Underline the simplest and most direct, such as the first and the last.
3. Study the longer, more rambling sentences, making a careful thought analysis of each.
4. Note the frequent use of the semi-colon (;), which indicates a pause or division not so definite as that indicated by a full stop (.).
5. Does Ruskin make use of any unusual or peculiar words or expressions? If so, what are they?
6. What word most fitly describes his style of writing?
7. Do you think he would be a good debater, able to suffer contradiction gladly?
8. What is an Index; a Contents Page; a Title Page; a Preface; a Headline; a Chapter Heading?
9. Write a paragraph on the care of good books.
10. Name twelve books which you would like to include in a home library.

## Word Study

1. *Hairdresser*. Well, my little man, what can I do for you?

*Boy*. I want a dry champagne, please.

2. The ewe in the centre of the park is nearly 300 years old.
3. Single words can call up pictures which differ with different people. The word *sea* may recall (a) a blue expanse, rolling breakers with white crests, yellow sands, high brown cliffs with green rolling downs above them; or (b) donkeys,

pierrots, bathing, sand castles, boating and wading ; *or* (c) a grey, cruel-looking expanse of water full of menace to fishermen and sailors.

What picture does the word *sea* recall for you?

4. Describe shortly what each of the following words recalls :—*war, snow, fire, dinner, barn, corn-field, school, dog, farm.*

### Speech Drill

Pronounce the following precisely :—

(1) good, hood, stood, should, could, would, pudding.

(2) cooed, food, mood, rude, who'd, poodle.

(3) roof, hoof, aloof, woof.

(4) bull, bullock, full, pull, pullet, wool, woollen, woolly.

(5) cool, fool, pool, tool, coolie.

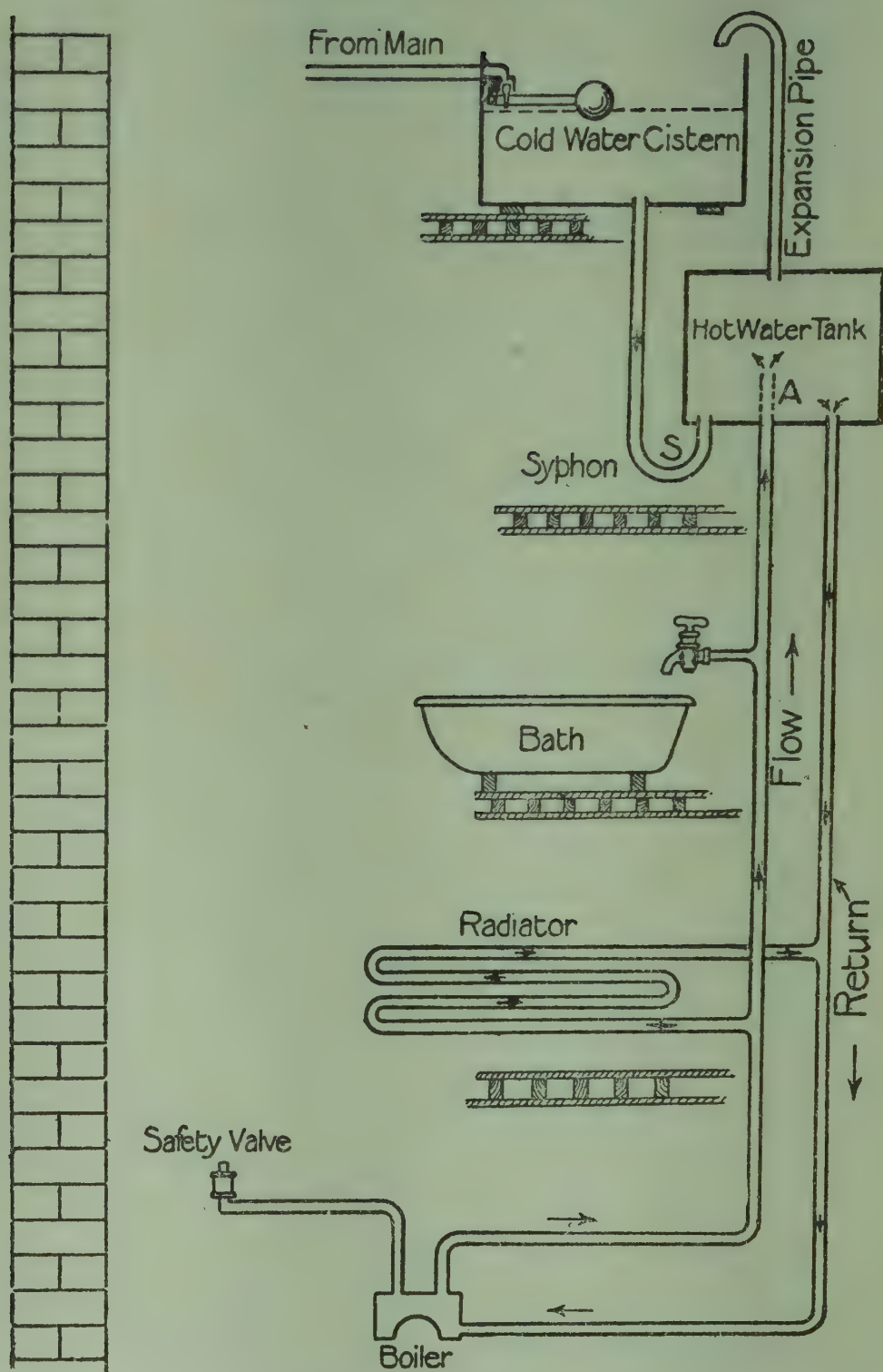
(6) broom, room.

### Passages for Declamation

1. Our revels now are ended. These our actors,  
As I foretold you, were all spirits, and  
Are melted into air, into thin air ;  
And, like the baseless fabric of this vision,  
The cloud-capped towers, the gorgeous palaces,  
The solemn temples, the great globe itself,  
Yea, all which it inherit, shall dissolve,  
And, like this insubstantial pageant faded,  
Leave not a rack behind. We are such stuff  
As dreams are made on, and our little life  
Is rounded with a sleep. SHAKESPEARE.

2. They that go down to the sea in ships, that do  
business in great waters ; these see the works  
of the Lord, and His wonders in the deep.

*Bible : Authorized Version.*





## CHAPTER XXVI

## Questions and Exercises

1. What does the diagram show ?
2. Write a paragraph explaining the way in which the hot-water supply is arranged.
3. Close the book, and try to draw the diagram from memory.
4. Explain what might happen if the boiler (behind the kitchen fire) were to be emptied by some interference with the circulation of water and the kitchen fire were not put out.
5. What would you do if a water-pipe burst after a frost, say at a point above the bathroom cold tap ?

## Phrase and Sentence

Enlarge each of the following sentences by grafting upon it the phrases which follow it :—

1. The man plunged into the river. (a) flinging up his arms ; (b) without a moment's hesitation.
2. Each child received a present. (a) on Christmas morning ; (b) of a book ; (c) from the matron of the Home.
3. Shouting was prohibited. (a) very strictly ; (b) in the neighbourhood of the hospital.
4. The weather was remarkable. (a) about this time last year ; (b) near the coast ; (c) for its calmness.
5. Two chairs were sold at the auction. (a) made of mahogany ; (b) for a large sum ; (c) last week ; (d) held in the Corn Exchange.

### What about the Following ?

1. In the Ladies' Events at the Temperance Union Sports gathering yesterday Miss —— was the most consistent winner of the day.

*Daily Paper.*

2. A boy read the couplet :—

O woman ! in our hours of ease,  
Uncertain, coy, and hard to please !  
and reproduced it from memory as follows :—

O woman, in our hours of ease,  
Uncertain company, and hard to please.

What was he thinking about ?

3. Those who have climbed to the top are too often content to remain where they are.

*Daily Paper.*

4. The streets of Venice are noiseless, for they are canals ; boats called gorgonzolas take the place of cabs.

*Examination Paper.*

5. During the playing of the overture you could have heard a pin drop.

*Daily Paper.*

### Reading Exercise

And after April, when May follows,  
and the whitethroat builds, and all the swallows !  
Hark ! where my blossomed pear tree in the hedge  
leans to the field and scatters on the clover  
blossoms and dewdrops—at the bent spray's edge—  
that's the wise thrush. He sings each song twice over,  
lest you should think he never could recapture  
the first fine careless rapture !  
And though the fields look rough with hoary dew,  
all will be gay when noontide wakes anew  
the buttercups, the little children's dower,  
far brighter than this gaudy melon-flower !

ROBERT BROWNING.

## Questions and Exercises

1. Is the above reading poetry or prose ?
2. Give a title to the reading. Is it a complete piece of writing or an extract ? How do you know ?
3. Is the reading printed like other pieces of poetry ? If not, what difference has been made by the printer ?
4. In what way is this alteration helpful ?
5. What do you consider the prettiest picture in the reading ?
6. Which line or phrase sounds best to your ear ?
7. Study the epithets, weighing the exact meaning and suitability of each.
8. What picture does each of the following words call to your mind ?—swallow, pear tree, hedge, spray, thrush, dew, buttercup.
9. Is the reading narrative or descriptive ?
10. Is the verse regular or irregular ?
11. Count the number of syllables in each line of the extract ; place the number after each line.
12. Which phrase in the reading might be described as a " throw-in " ?

## Differences of Meaning

1. What does *only* mean in each of the following ?—  
 I only tried to play the piano.  
 I tried only to play the piano.  
 I tried to play only the piano.
2. What is the difference between—  
 (a) I saw Dickson and Brown's warehouse, *and*  
 I saw Dickson's and then Brown's warehouse ?  
 (b) He confided the matter to me, *and*  
 He confided in me ?  
 (c) I shall return in a week, *and*  
 I shall return within a week ?



## CHAPTER XXVII

## Reading Exercise—A Portentous Summer

THE summer of the year 1783 was an amazing and portentous one and full of horrible phenomena, for, besides the alarming meteors and tremendous thunderstorms that affrighted and distressed the different counties of this kingdom, the peculiar haze, or smoky fog, that prevailed for many weeks in this island and in every part of Europe, and even beyond its limits, was a most extraordinary appearance, unlike anything known within the memory of man. By my journal I find that I had noticed this strange occurrence from June 23 to July 20 inclusive, during which period the wind varied to every quarter without making any alteration in the air. The sun at noon looked as blank as a clouded moon, and shed a rust-coloured ferruginous light on the ground and floors of rooms, but was particularly lurid and blood-coloured at rising and setting. All the time the heat was so intense that butcher's meat could hardly be eaten on the day after it was killed, and the flies swarmed so in the lanes and hedges that they rendered the horses half frantic and riding irksome. The country people began to look with a superstitious awe at the red, louring aspect of the sun—and, indeed, there was reason for the most enlightened person to be apprehensive—for all the while Calabria and part of the Isle of Sicily were torn and convulsed with earthquakes, and about that juncture a volcano sprang out of the sea on the coast of Norway. On this occasion Milton's noble simile of the sun, in his first book of *Paradise Lost*, frequently occurred to my mind; and it is indeed particularly applicable, because, towards the end, it alludes to a superstitious kind of dread with which the minds of

men are always impressed by such strange and unusual phenomena.

“ . . . As when the sun, new risen,  
Looks through the horizontal, misty air,  
Shorn of his beams ; or from behind the moon  
In dim eclipse, disastrous twilight sheds  
On half the nations, and with fear of change  
Perplexes monarchs.”

GILBERT WHITE, *Natural History of Selborne*.

### Questions and Exercises

1. Read the foregoing passage, with the help of a dictionary, so as to make sure that you understand the author's meaning.
2. The reading contains (1) certain definite facts ; (2) opinions of the writer and other observers. Detach the ascertained facts, and set them down in the form of short notes—for example:—  
Summer of 1783 ; meteors ; thunderstorms ; haze or smoky fog in England and Europe, *etc.*
3. Study the epithets, and collect the opinions of various people, including the writer of the paragraph, on the phenomena observed.
4. Gilbert White wrote in the eighteenth century. Does he use any words or phrases which a writer of to-day would not use ? If so, make a list of them, and give their modern equivalents.
5. Can you find any sentences which fall readily into Subject and Predicate ?
6. What is there which is old-fashioned about the thought or feeling of this reading ?

### Adverbs and their Use

Consider the following sentences :—

- (1) The sun shone *brilliantly*. (2) Sit *here*, please. (3) The baker calls *to-morrow*. (4) She *never* spoke to him. (5) He will work *hard*.

Note that each word in italics is connected in thought with the Verb of the sentence, and adds

something to its meaning. In grammar such words are known as *Adverbs*. Many Adverbs end in *-ly*. Phrases may also do duty as Adverbs—for example:—

He preached *in the market-place*.

Tom walked *on tiptoe across the room* (two phrases).

### Exercises

1. Compose sentences containing the following Adverbs and Adverbial Phrases:—

near the horizon ; very early on Saturday evening ; for several days at a time ; with a shout of terror ; shortly afterwards ; at seven o'clock precisely ; near the end of the service ; at sixes and sevens ; on receipt of the summons ; after making a careful note of the time and place ; for the second time ; three times in rapid succession ; unwillingly ; callously ; deliberately ; with a deep roll like distant thunder ; as early as possible ; after sunset ; during the summer.

2. Study the Adverbs and Adverbial Phrases in some of the earlier readings in this book.
3. Add Adverbs or Adverbial Phrases to the following:—

(1) My brother bought a dog. (2) The man was shouting. (3) My sister came.

4. Compose sentences beginning with the following words:—(1) At eleven years of age . . . (2) For several years . . . (3) In spite of . . . (4) It was his usual custom . . . (5) Meanwhile . . . (6) About four o'clock . . . (7) In the immediate neighbourhood . . . (8) Not long before . . . (9) Shortly afterwards . . . (10) Neither John nor Mary . . . (11) Half-way between . . .

5. Glance through Chapters I. to XXV. of this book, and sum up what you have learnt which could be described as grammar.



## Metaphors

1. MRS. JONES (leaning over the garden wall) to Mr. Hodge. "Oh, how I wish I had the wings of a dove, just for a change, like."  
MR. HODGE. I don't hold with that sort of food. Give me a bit of pork.
  2. SMALL BOY. Please, Mrs. Smith, mother says will you lend her your yard broom.  
MRS. SMITH. Run away, sonny. I have other fish to fry. (Boy departs.)  
SMALL BOY (returning after an interval carrying a plate). Please, Mrs. Smith, mother says will you let her have some of your fried fish.
- Both Mrs. Jones and Mrs. Smith spoke "metaphorically." Mr. Hodge and the Small Boy understood them "literally." Investigate the meaning of each of these Adverbs.

## General Questions

1. What is peculiar or incorrect about each of the following?—
  - (1) To MILLERS. To be Let, a windmill, containing three pair of stones, a bakehouse, corn-shop, and about five acres of land, dwelling-house, and garden.
  - (2) I have been spending this autumn in the vicarage of a pleasant village in Blankshire, famous for its cricket, which I rented during the parson's holiday.
  - (3) He was a bachelor, and lived with his sister in the house where he expired for forty-six years in succession.
2. What is the difference between *abstain* and *forbear*; *consent* and *comply*; *hereafter* and *henceforth*; *weariness* and *fatigue*; *construe* and *construct*?
3. Write a paragraph on the subject, "Cannon transformed into church bells."

## CHAPTER XXVIII

## The Semi-colon

1. Study the following very carefully, and try to find out why the writers prefer to use semi-colons instead of full stops :—

(1) The sharp touches of the chisel are gone from the rich tracery of the arches ; the roses which adorned the key-stones have lost their leafy beauty ; everything bears marks of the gradual dilapidations of time, which yet has something pleasing in its very decay.

WASHINGTON IRVING.

(2) We hold these truths to be self-evident ; that all men are created equal ; that they are endowed by their Creator with certain inalienable rights ; that among these are life, liberty, and the pursuit of happiness.

AMERICAN DECLARATION OF INDEPENDENCE.

(3) The martyr cannot be dishonoured ; every lash inflicted is a tongue of flame ; every prison a more illustrious abode ; every burned book or house enlightens the world ; every suppressed or expunged word reverberates through the earth from side to side.

R. W. EMERSON.

It will help you to find out why the semi-colon is used if you re-write No. (1) with full stops after *arches*, *beauty*, and *decay*.

2. Examine other reading passages in this book in order to find semi-colons and some reason for their use.
3. The semi-colon is very useful in composition. Its occasional use prevents the writer (1) from rambling, (2) from using sentences which are too short, and which gave a staccato or jerky effect to the composition.

### The Conjunction and its Use

1. Examine a few pieces of prose writing, and note how seldom good writers use short, simple sentences. Many of their sentences seem to be built up of several statements, or shorter sentences joined together in various ways.
2. One of the most convenient ways of joining short sentences is to use the word *and* or *but*, sometimes making slight alterations or omissions—for example :—

(1) Her eyes were radiant with the glow of grateful feeling, *and* her whole soul seemed ready to pour out a fervent thanksgiving.

(2) The question put by the knight was calm and dignified, *but* his treacherous heart was filled with bitter hatred.

(3) To be a great orator does not require the highest faculties of the human mind, *but* it requires the highest exertion of the common faculties of our nature.

### Exercise

Connect each of the following pairs of sentences by the use of *and* or *but* :—

(1) There had been a smart frost during the night. The rime lay white on the grass.

(2) The echoes repeated his whistle and shout. No dog was to be seen.

(3) Wolf, too, had disappeared. He might have strayed away after a squirrel or partridge.

(4) He knew no motive but interest. He acknowledged no criterion but success.

(5) There was a high wind. The rain fell heavily.

(6) The wind was cold and piercing. The sun shone brightly all day long.



### Speech Drill

Practise the sounding of the following words, the initials of which are all lip sounds, or *labials*. Let the lips move freely.

(1) pace, padlock, pageant, pair, palate, palpable, paper, patrimony, Pegasus, pen, pepper, plank, port.

(2) babble, bat, bad, baboon, Babylon, babe, back, bag, bank, bate, bee, beat, bite, bone, brass, brand, burnt, Burke.

(3) mare, mate, Moore, Medusa, matter, martyr, moon, master.

(4) warm, way, ware, wait, wain, watch, warp, wasp, wall, wade, wad, without, weary.

(5) fate, fake, factor, fay, fall, frail, fabric, façade, fad, fade, fair, fat, fast.

(6) vague, vacuous, valet, vain, valour, vagabond, vail, vagrant, value, vamp, vapour, vapid.

### General Exercises

1. Name some abbreviations which are permissible in conversation but not in written composition.
2. Write an answer, containing yes or no, to each of the following questions, but do not make your answer abrupt or unmannerly:—(1) Did you see the policeman at the corner? (2) Was it you who broke the saucer? (3) Will you please pass my ruler? (4) Have you ever seen a white blackbird? (5) Will you put a half-crown on this horse? (6) Will you take a glass of beer?
3. Recite and then dramatize the following story:—

And Jacob was left alone ; and there wrestled a man with him until the breaking of the day. And when he saw that he prevailed not against him, he touched the hollow of his thigh ; and the hollow of Jacob's thigh was out of joint, as

he wrestled with him. And he said, Let me go, for the day breaketh. And he said, I will not let thee go, except thou bless me. And he said unto him, What is thy name? And he said, Jacob. And he said, Thy name shall be called no more Jacob, but Israel: for as a prince hast thou power with God and with men, and hast prevailed. And Jacob asked him, and said, Tell me, I pray thee, thy name. And he said, Wherefore is it that thou dost ask after my name? And he blessed him there. And Jacob called the name of the place Peniel: for I have seen God face to face, and my life is preserved.

*Book of Genesis.*

4. Find out from your history book the date of the publication of the Authorized Version of the Bible from which the above story is taken.
5. Why would it be unwise to use writing like the above as a model for your composition? Give several reasons.
6. Re-write the story of Jacob in modern language. Do you think you have improved it?
7. What is rhyme? Who uses rhyme? Why?
8. What is the meaning behind the question: "Do men gather grapes of thorns, or figs of thistles?"

### Passages for Declamation

1. Methought I heard a voice cry "Sleep no more! Macbeth does murder sleep,"—the innocent sleep, Sleep that knits up the ravelled sleeve of care, The death of each day's life, sore labour's bath, Balm of hurt minds, great nature's second course, Chief nourisher in life's feast. SHAKESPEARE.
2. Not poppy, nor mandragora,  
Nor all the drowsy syrups of the world,  
Shall ever medicine thee to that sweet sleep  
That thou ow'dst yesterday. SHAKESPEARE.

## CHAPTER XXIX

## Connecting Pronouns

1. Consider the two short sentences :—

(1) He gave me an apple. (2) The apple proved to be rotten.

These sentences might be joined by the use of *and* or *but*.

He gave me an apple, and (or but) the apple proved to be rotten.

But it would be better to join them by the use of the pronoun *which*.

He gave me an apple which proved to be rotten.

From the above we can see clearly that

*which* = and the apple ;

that is, *which* is not only a pronoun but also a conjunction. In grammar it is known as a **Relative Pronoun** because it is relative or relates to something already mentioned—in this case *apple*, which is called its **Antecedent**.

2. Note carefully that the Relative Pronoun must follow its Antecedent very closely.

3. Other Relative Pronouns are *who*, *whom*, *whose*, *that*, and *what*. Study the following sentences:—

(1) The house was very expensive. You bought the house. The house *which* you bought was very expensive.

(2) That man was a hero. That man saved his friend's life. That man *who* saved his friend's life was a hero.

(3) The fish weighed ten pounds. We caught the fish. The fish *that* (or *which*) we caught weighed ten pounds.

(4) The girl was very clever. The girl won the prize. The girl *who* won the prize was very clever.



(5) The girl was very clever. We met the girl. The girl *whom* we met was very clever.

(6) The man was very poor. The man's purse was stolen. The man *whose* purse was stolen was very poor.

(7) The man is an Italian. You spoke to him. The man *to whom* you spoke is an Italian.

(8) The tunnel was very long. You passed through the tunnel. The tunnel *through which* you passed was very long.

### Exercise

Put each of the following clauses into a sentence (not always at the end) :—

whom you met ; which stands in the corner ; in whose house the accident happened ; which occupies a prominent position in the market square ; which he bought for two shillings ; who owns a great deal of land ; whose house was burgled twice ; whom we met in the fields ; that stands near the Town Hall ; by whom the message was delivered ; by which he is best known ; whose branches stretched out widely in all directions ; which won for him a great deal of praise ; who ask for too much ; who sat too little ; which held its meetings in our school-room ; who played for his college ; to whom you sent the money ; into whose keeping we gave the treasure ; from which we first saw the ship ; among whom we saw several friends ; who had been eagerly watching for his opportunity.

### Speech Drill

Sound the following precisely, remembering that the letters *d* and *t* are known as *dentals*. Why ?

(1) drake, dog, Dane, dot, doubt, double, day, dope, done.

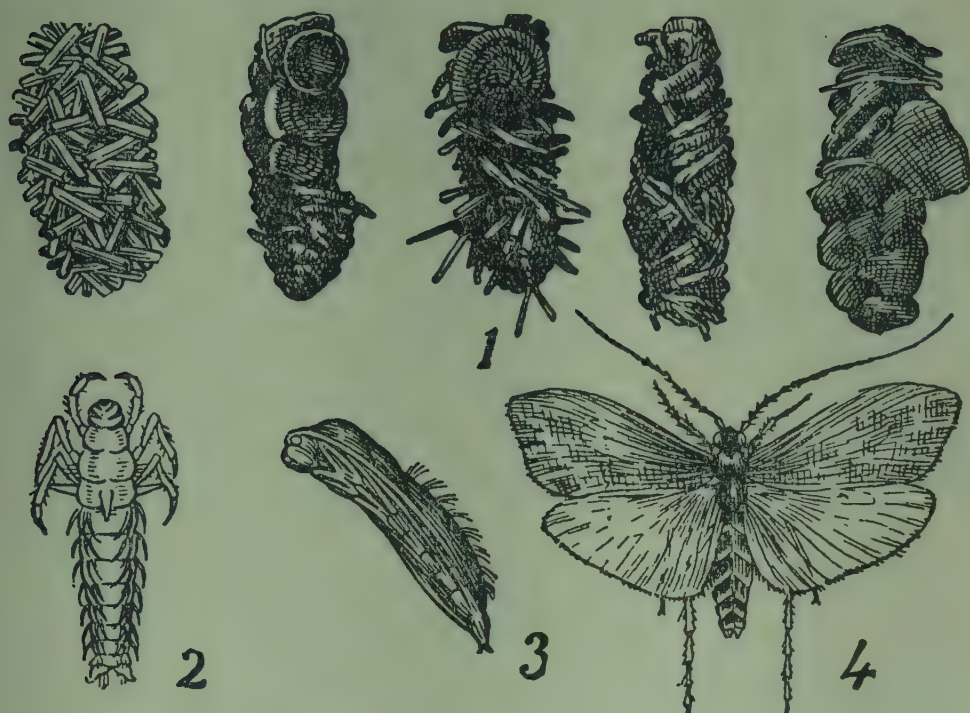
(2) tear, tare, tab, tame, take, tack, tale,  
tact, tent, tie, torn, trace, trumpet, toil, teeth.

### General Exercises

1. What is wrong with the following advertisement?  
Country mansion for sale with 1 to  $1\frac{1}{4}$  miles  
of London.
2. Mary Robinson's mother suddenly falls seriously  
ill at her home in London. Her father is on  
a journey and is staying at the Railway Hotel,  
Leeds. If you were Mary, what would you do?
3. Write down (1) Your full name. (2) Your postal  
address. (3) Your date of birth. (4) Particu-  
lars of your education. (5) Particulars of any  
certificates or school distinctions which you  
hold. (6) Information as to the kind of work  
you would like to undertake on leaving school.
4. What is the meaning of Mrs., Maj., Capt., Lieut.,  
Feb., Jan., Xmas, Robt., Jas., Cpl.?

### Passages for Declamation

1. One generation passeth away, and another genera-  
tion cometh, but the earth abideth for ever.  
*Old Testament.*
2. O Thou before Whose face the generations rise—  
and pass away. *Scottish Liturgy.*
3. O Thou unto Whom all hearts are open, all desires  
known, and from Whom no secrets are hid.  
*English Liturgy.*
4. I hold it truth, with him who sings  
To one clear harp in divers tones,  
That men may rise on stepping-stones  
Of their dead selves to higher things.  
*TENNYSON.*



EVOLUTION OF CADDIS FLY.

## Exercise

1. The above diagram shows the evolution of a caddis-fly. Write a paragraph describing the various stages and changes, copying the sketches in order as illustrations to your verbal description. Begin by giving a little information about the caddis-fly, which you can obtain from a Nature book, dictionary, or encyclopædia.
2. Procure *The Water Babies*, by Charles Kingsley, from the library or in some other way, and find out whether the caddis-fly is mentioned. If so, write a paragraph summing up what you have read in that book about it.
3. Recall some Nature film showing animal development which you may have seen, and give a description of it.

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## CHAPTER XXX

## Reading Exercise

	<i>Connective</i>	
(1) There had been a smart frost during the night,	and	(2) the rime lay white on the grass
	as	(3) we passed onwards through the fields ;
	but	(4) the sun rose in a clear atmosphere,
	and	(5) the day mellowed into one of those delightful days of early spring which give so pleasing an earnest of
	what-ever	(6) is mild and genial in the better half of the year.
(7) All the workmen rested at mid-day,	and	(8) I went to enjoy my half-hour alone on a mossy knoll in the neighbouring wood,
	which	(9) commands through the trees a wide prospect of the bay.
(10) There was not a wrinkle on the water	nor	(11) (was there) a cloud in the sky,
	and	(12) the branches were as moveless in the calm
	as if	(13) they had been traced on canvas.
(14) From a wooded promontory	that	(15) stretched half-way across the firth
 there ascended a thin column of smoke.		
(16) It rose straight as the line of a plummet for more than a thousand yards,	and	(17) then (it) spread out equally on every side like the foliage of a stately tree.

HUGH MILLER, *The Old Red Sandstone.*

## Exercise

1. Study the connecting words in the middle column of the reading. Which word occurs most often? How many Relative Pronouns are there?
2. The numbers of the sentences, or clauses, have been inserted to help you to find out which sentences are joined to each other by the various connective words. Thus *and* joins (1) to (2); *as* joins (2) to (3); *but* joins (4) to (1). Continue this inquiry.
3. Re-write the following passage with a middle column for the connectives:—

His tutor, Mr. Jorden, Fellow of Pembroke, was not a man of such abilities as we should conceive requisite for the instructor of Samuel Johnson, who gave me the following account of him: "He was a very worthy man, but a heavy man, and I did not profit much by his instructions. Indeed, I did not attend him much. The first day after I came to college I waited upon him, and then stayed away four. On the sixth Mr. Jorden asked me why I had not attended. I answered I had been sliding in Christ Church meadow; and this I said with as much nonchalance as I am now talking to you. I had no notion that I was wrong or irreverent to my tutor." *Boswell*. "That, sir, was great fortitude of mind." *Johnson*. "No, sir; stark insensibility."

JAMES BOSWELL, *Life of Samuel Johnson*.

(*N.B.*—Remember that English writers did not write to provide easy sentences for grammar lessons; and if you cannot divide the whole of the above extract as readily and completely as the passage on page 122, do what you can and leave the rest.)

### A Pause for Thought

1. The great scholar Desiderius Erasmus, who was born in Rotterdam in the year 1466, and whose portrait forms the frontispiece to this book, used the language of all the scholars, or "clerks," of his time, namely, Latin, as a means of communication with them. He helped to prepare the first Latin grammar written for English boys who attended St. Paul's School, founded by Dean Colet in the reign of Henry VIII. In the preface to this grammar occurs the following words :—

In the beginning men spake not Latin because rules (of grammar) were made, but, contrariwise, *because men spake such Latin, the rules were made*. That is to say, Latin speech was before the rules (of grammar), and not the rules before Latin speech.

2. Re-write these words with the word *English* in place of *Latin*, and think carefully over their meaning.

### Passages for Declamation

1. O'er the glad waters of the dark blue sea,  
Our thoughts are boundless, and our souls as free,  
Far as the breeze can bear, the billows foam,  
Survey our empire, and behold our home.

BYRON.

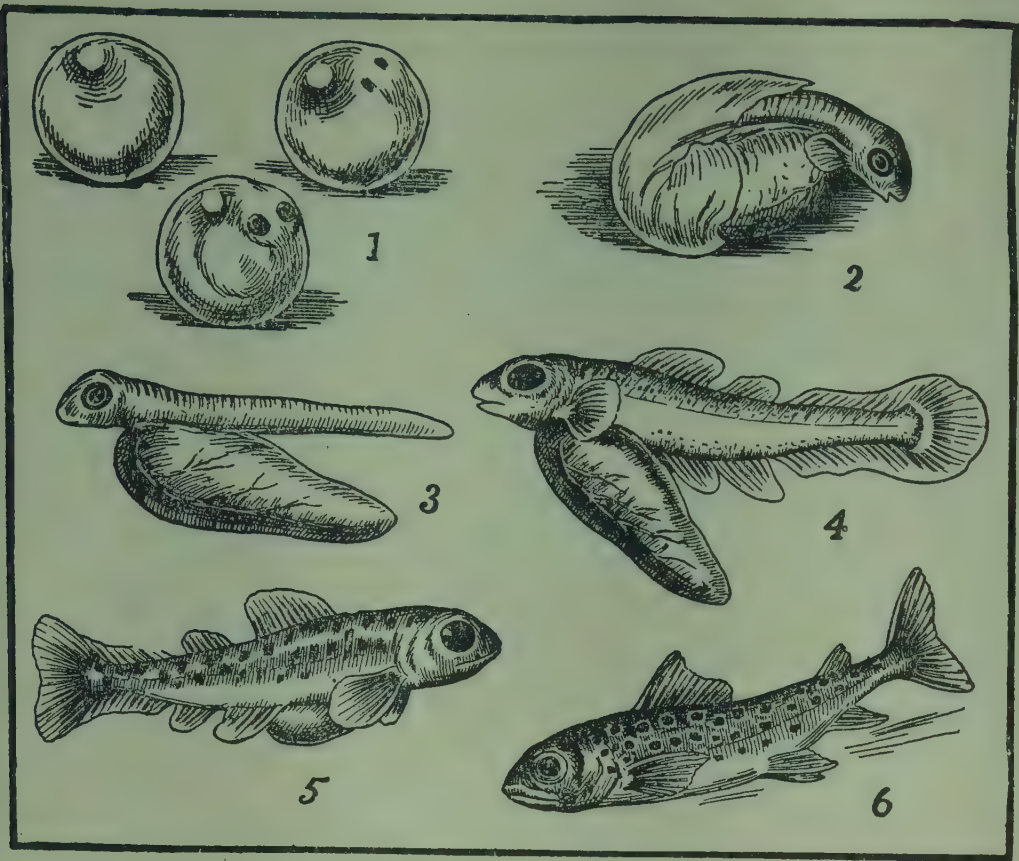
2.       What have I done for you,  
          England, my England ?  
      What is there I would not do,  
          England, my own ?

HENLEY.

3.       Come and trip it as you go  
      On the light fantastic toe.

MILTON.





EVOLUTION OF TROUT.

### Exercise

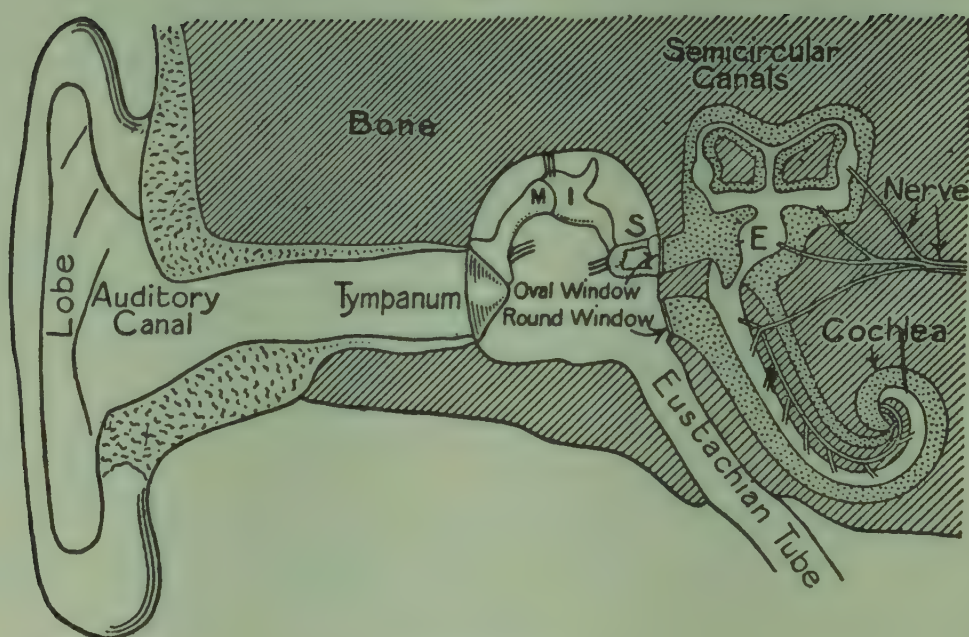
The above diagram shows the evolution of a trout from the egg to the fish in its mature form. Write a paragraph describing the various changes, copying the sketches in order as illustrations to your verbal description. Look up *trout* in the encyclopædia.

### Speech Drill

Speak the following words carefully, pressing the tip of the tongue firmly to the roof of the mouth in making the *l* sound:—

lead, lay, luck, loin, allure, lie, law, lay, loo, clench, club, clock, claw, plinth, plot, play, plum, plough, ill, ell, world, old, cooled, wild, oiled, ailed, ridiculed, shelved, film.

## CHAPTER XXXI



HUMAN EAR.

**Exercise**

The above diagram shows the construction of the human ear. Study it carefully, and then write a descriptive paragraph.

**Speech Drill**

Declaim the following piece of prose, standing, with shoulders squared and head erect :—

Certainly, gentlemen, it ought to be the happiness and glory of a representative to live in the strictest union, the closest correspondence, and the most unreserved communication with his constituents. Their wishes ought to have great weight with him, their opinions high respect, their business unremitting attention. It is his duty to sacrifice his repose, his pleasure, his satisfactions, to theirs, and above all, ever, and

in all cases, to prefer their interests to his own. But his unbiassed opinion, his mature judgment, his enlightened conscience, he ought not to sacrifice to you, to any man, or to any set of men living. Your representative owes you, not his industry only, but his judgment, and he betrays, instead of serving you, if he sacrifices it to your opinion.

EDMUND BURKE.

### Exercise

1. Give a title to the above paragraph.
2. Study Burke's use of the triple phrase, or epithet, so common in the English Prayer-Book—for example, "That peace and happiness, truth and justice, religion and piety may be established among us."
3. What is the effect upon the ear of this triple arrangement?
4. The above paragraph also contains good examples of "balance" in a sentence. Study this matter carefully.
5. Which single word checks or interrupts the smooth flow of the sentences?
6. Burke wrote and spoke in the latter part of the eighteenth century. Are his opinions, as expressed in the foregoing paragraph, now out of date?
7. Investigate the meaning of "orator," "oratory," "rhetoric," "rhetorical."

### Sentence Grafting

Each of the clauses in the first of the following paragraphs can be grafted on some particular sentence in the second paragraph. Perform the grafting.

1. that hath no music in his soul ; when the



wind took a little turn over it ; as I studied the stars on the wind-swept down ; that was really beautiful ; as I have already said fifty times over ; where he found the mistress sitting alone ; who was journeying through the country ; who is the lawful lord of this country ; who shall be your servants for life and death ; who spoke in a low voice ; as they floated ; since you spoke to me in Samos.

2. There was a rustle in the rushes. He was a traveller. He went boldly into the farmhouse. The King looked anxiously at the White Rabbit. She sang to her baby. A new soul has come into my breast. I have two stout sons. Some face had been made to look ugly. I do not know. It is our rightful King Robert the Bruce. I learnt a weighty secret. The man is fit for treasons, stratagems, and spoils.

### Intelligence Questions

1. Suppose that you went into the kitchen and found that a garment hanging before the fire was well alight. What would you do ?
2. Entering the house alone you found a strong smell of gas. What did you do ?
3. While your friend was using a sharp tool he cut his thumb very badly. What did you do ?
4. Passing down the street you found a pocket-book containing money, visiting cards, and a railway season ticket. What did you do ?
5. What do you do when a fire is burning badly, and why ?
6. What is meant by life insurance ; premium ; endowment insurance ; accident insurance ?
7. Write a paragraph explaining the meaning of the following table :—

## ENDOWMENTS

Table of Monthly Premiums to secure £100 at the end of a given number of years.

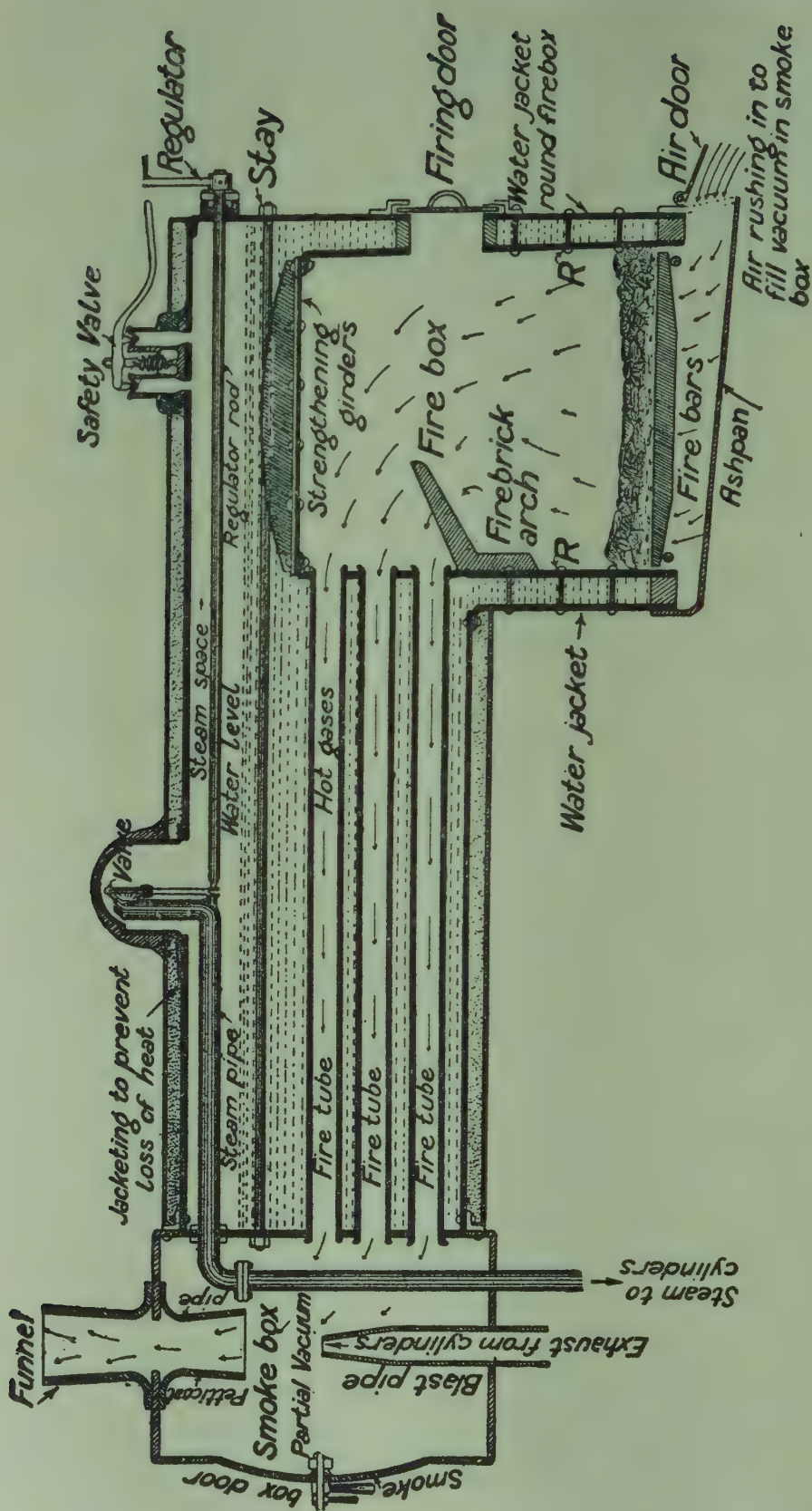
(Endowments up to £300 may be taken out.)

Years	Premiums	Years	Premiums
	<i>s. d.</i>		<i>s. d.</i>
5	30 9	16	8 1
6	25 3	17	7 6
7	21 4	18	7 0
8	18 4	19	6 6
9	16 1	20	6 1
10	14 3	21	5 8
11	12 9	22	5 4
12	11 6	23	5 0
13	10 5	24	4 9
14	9 7	25	4 6
15	8 9		

## Passage for Declamation

To-morrow, and to-morrow, and to-morrow,  
 Creeps in this petty pace from day to day,  
 To the last syllable of recorded time ;  
 And all our yesterdays have lighted fools  
 The way to dusty death. Out, out, brief candle !  
 Life's but a walking shadow ; a poor player,  
 That struts and frets his hour upon the stage  
 And then is heard no more : it is a tale  
 Told by an idiot, full of sound and fury,  
 Signifying nothing.

SHAKESPEARE, *Macbeth*.





## CHAPTER XXXII

## Exercise

1. Study the diagram on the opposite page, noting all the parts as well as the arrows.
2. Write a paragraph describing the construction of the locomotive, followed by a second paragraph telling how it works.
3. If you are not interested in machinery or mechanics, write a general paragraph on the locomotive.

## The Tense of Verbs

1. Study the following changes in certain Verbs to express changes of time, or what the grammarians call Tense.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Perfect Tense</i>
I draw.	I drew.	I have drawn.
I think.	I thought.	I have thought.
I drink.	I drank.	I have drunk.
I sleep.	I slept.	I have slept.
I lie (down).	I lay (down).	I have lain (down).

2. Make a table similar to the above, using the following Verbs in the first column:—  
 see ; fly ; hang ; recognize ; am watching ;  
 fall asleep ; am going ; hew ; mow ; sew ;  
 shear ; shave ; drive ; eat ; work ; suffer ;  
 suppose ; am ready to go ; take ; serve ; throw ;  
 dye ; study ; leap ; write ; terrify.

## Speech Drill

1. Speak the sentence—

“Shut the door when you leave the dining-room ” (1) as a command ; (2) as a request.

The same words are spoken in each case, but

there is a great difference in their sound. Study the way in which this difference is indicated.

2. Speak the words "Come with me" (1) as a sharp order; (2) as a request; (3) as an entreaty.
3. Investigate in a good dictionary the meaning of "intonation."
4. Practice reciting the sentence :—

Brilliantly the Temple fountain sparkled in the sun, and merrily the Temple fountain played.

### Reading Exercise

WHEN the day broke, it blew harder and harder. I had been in Yarmouth when the seamen said it blew great guns ; but I had never known the like of this, or anything approaching to it. We came to Ipswich—very late, having had to fight every inch of ground since we were ten miles out of London—and found a cluster of people in the market-place, who had risen from their beds in the night, fearful of falling chimneys. Some of these, congregating about the inn yard, while we changed horses, told us of great sheets of lead having been ripped off a high church tower, and flung into a by-street which they then blocked up. Others had to tell of country people, coming in from neighbouring villages, who had seen great trees lying torn out of the earth, and whole ricks scattered about the roads and fields. Still, there was no abatement of the storm, but it blew harder.

CHARLES DICKENS, *David Copperfield*.

### Questions and Exercises

1. Give a suitable title to the foregoing extract.
2. How did the writer travel from London to Ipswich ? How do you know ?
3. What epithet would you apply to the above paragraph ?
4. Recall some manifestations of severe weather

which have come within your own experience, and describe one of them.

5. Write a paragraph describing what you would call "perfect weather."
6. Search for words or expressions in the paragraph on page 132 which express sense by sound.

### Passages for Declamation

#### I

The rain had fallen, the Poet arose,  
He passed by the town and out of the street,  
A light wind blew from the gates of the sun,  
And waves of shadow went over the wheat ;  
And he sat him down in a lonely place,  
And chanted a melody loud and sweet,  
That made the wild swan pause in her cloud,  
And the lark drop down at his feet.

The swallow stopt as he hunted the bee,  
The snake slipt under a spray,  
The wild hawk stood with the down on his beak,  
And stared, with his foot on the prey ;  
And the nightingale thought, " I have sung many  
songs,  
But never a one so gay,  
For he sings of what the world will be  
When the years have died away."

LORD TENNYSON.

#### 2

With malice towards none ; with charity for all ;  
with firmness in the right, as God gives us to  
see the right, let us strive on to finish the work  
we are in ; to bind up the nation's wounds ; to  
care for him who shall have borne the battle,  
for his widow and for his orphan—to do all  
which may achieve and cherish a just and  
lasting peace among ourselves, and with all  
nations.

ABRAHAM LINCOLN.





## CHAPTER XXXIII

## Exercise

1. Examine the picture on the opposite page, noting all the details.
2. Note the following historical facts :—

“The Mohammedans having conquered Spain, Charlemagne, the greatest member of the greatest of Christian families, could do no more than contain them by holding the Valley of the Ebro, as upon another frontier he controlled the enemies of Europe by holding the Valley of the Elbe.

“Returning to Gaul by way of the Roman road and pass (the Imus Pyrenæus) from a campaign in the Spanish March, his rear-guard under Roland was overwhelmed by the mountaineers in the midst of the Pyrenees. This disaster gave rise to the noblest of Christian epics.”

Supplement this information from your history books or an encyclopædia. The epic referred to is the *Song of Roland*.

3. Write a paragraph based on the above to which the picture would serve as an illustration. The artist intended the mounted figure to represent Roland.

## The Future Tense

1. The following table shows what grammarians call the Future Tense of the Verb *go* :—

	<i>Singular</i>	<i>Plural</i>
1st Person.	I shall go.	We shall go.
2nd Person.	Thou wilt go.	You will go.
3rd Person.	He (or she) will go.	They will go.

2. Note that if a speaker or writer uses the expression, *I will go*, he implies that his will or inten-



tion is concerned in the matter. The sentence, *We will go*, has a similar meaning.

3. Conversely, *He shall go* means that he is to be compelled to go. The sentence, *They shall go*, has a similar meaning.

4. Learn the following jingle :—

In the First Person simply *shall* foretells,  
In *will* a threat or else a promise dwells ;  
*Shall* in the Second and the Third does threat,  
*Will* simply then foretells a future feat.

5. Consider the exact meaning of the following :—

(1) I shall be sixteen next Wednesday. (2) I will come to you at once. (3) I will never leave you. (4) We shall be quite safe here. (5) We will keep up the credit of the school. (6) I shall drown, and you will not help me. (7) I will drown, and you shall not help me. (8) A man shall be as a hiding-place from the wind and a covert from the tempest, as rivers of water in a dry ground, as the shadow of a great rock in a weary land.

### Speech Drill

Sound the following precisely :—

(1) thane, third, thaw, three, throw, thrash, that, they, though, through, thus, them, thou, there, moth, mouth, sooth, fifth, plinth, length.

(2) cur, caw, coo, scar, scold, scheme, scare, clerk, clean, declare, clave.

### General Questions

- Describe an ideal home writing cabinet and its contents.
- Comment on the following :—

(a) “ Are you the sacristan ? ” said a sight-seer to an old man who was moving aimlessly about a church. “ Maybe I am,” was the reply. “ When Parson Smith was here he called



me the sextant. Then comes Parson Jones, and he calls me a beetle ; and now the new parson says I'm a virgin, so that I don't rightly know *what* I am."

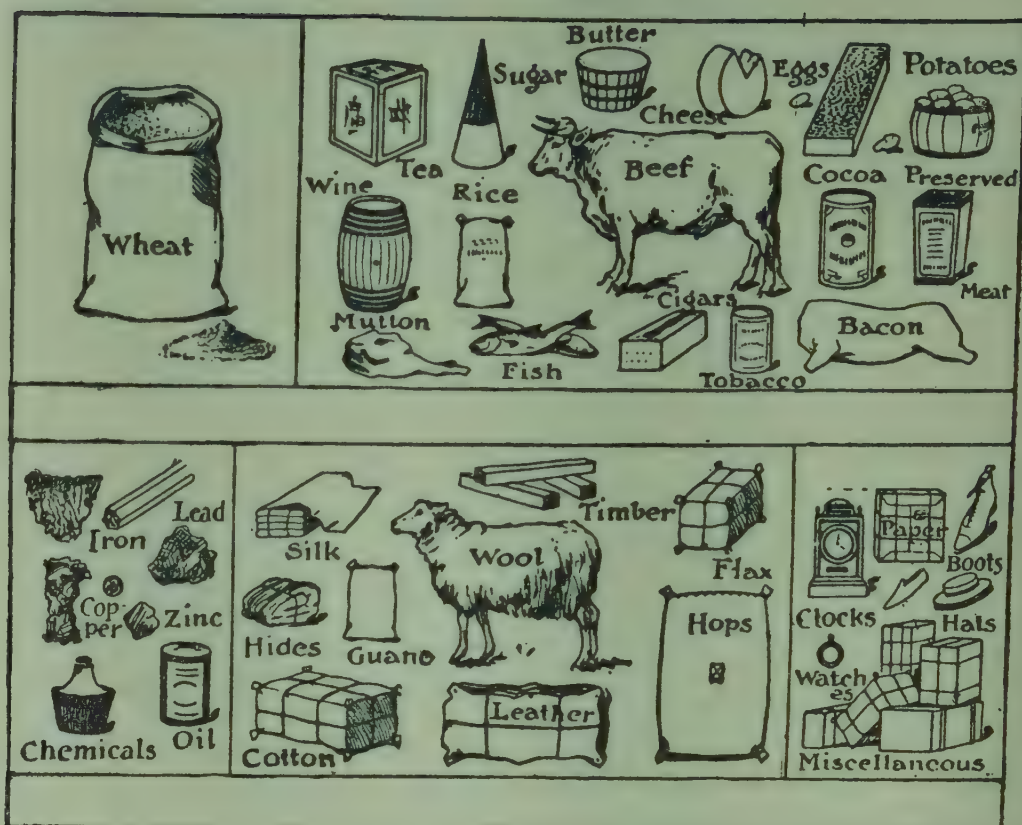
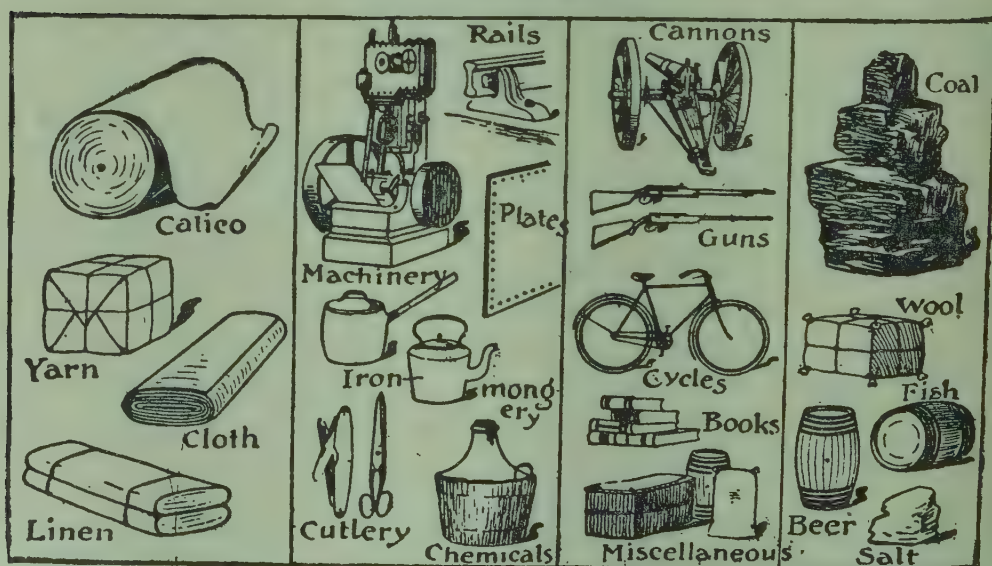
(b) Hereafter, when trains moving in an opposite direction are approaching each other on separate lines, conductors and engineers will be required to bring their respective trains to a dead halt before the point of meeting, and be very careful not to proceed till each train has passed the other.

*Railway Notice.*

(This was a genuine notice. What *did* the writer wish to convey ?)

(c) After partaking of a hearty breakfast, the balloon was brought into the town amidst the cheers and congratulations of the inhabitants.

3. What are the initials of John Henry Newman, William Ewart Gladstone, Abraham Lincoln, Percy Bysshe Shelley ?
4. A man named James Baird Smith signs himself J. Baird Smith. Another man named John Fellows Jones uses the signature John F. Jones. A third named Frederick Evans signs Fred. Evans. Is there any rule in this matter ?
5. Imagine that you are offered a post as clerk in the office of a local solicitor on condition that you can secure a letter of recommendation from a schoolmaster, doctor, minister, or clergyman. Write a letter asking some gentleman of this standing whether he can, and will, give you such a recommendation.
6. What is meant by each of the following expressions :—The Old Lady of Threadneedle Street ; John Bull ; Our Lady of Sorrows ; Castles in Spain ?
7. What ideas or events does each of the following names recall :—Runnymede, Ypres, Somme, Jutland, Nile, Trafalgar, Hallelujah Chorus ?

*British Imports**British Exports*

## CHAPTER XXXIV

## Exercise

1. The diagrams show British imports and exports. The relative quantities in ordinary times are very roughly shown by the size of the drawings of the various commodities. Write one or more paragraphs based upon these diagrams, but refrain from making mere lists. Deduce as many interesting facts as you can, and make comparisons. Try to find reasons for the grouping in compartments. Watch the beginnings of your sentences.
2. Why is imported wool shown by means of a sheep and exported wool by means of a bale?

## More Epithets

1. A writer who wishes to attain to ease, exactness, and fullness of meaning in his composition pays a great deal of attention to his Adjectives.
2. Examine some of the Reading Exercises in this book, studying the Adjectives, Adjective Phrases, and Adjective Clauses beginning with *who, which, that, whose, whom, to whom*, etc. Find out to which Noun or Pronoun each Adjective is attached.
3. Study the Adjectives and Adjective Phrases attached to the Noun *gold* in the following lines by Thomas Hood :—

Gold ! gold ! gold ! gold !  
Bright and yellow, hard and cold,  
Molten, graven, hammered and rolled ;  
Heavy to get, and light to hold ;  
Hoarded, bartered, bought and sold ;  
Stolen, borrowed, squandered, doled ;



Spurned by the young, but hugged by the old  
 To the very verge of the churchyard mould—  
 Price of many a crime untold ;  
 Gold ! gold ! gold ! gold !  
 Good or bad a thousandfold.

4. Extend the following curt sentences by the addition of epithets to the Nouns or Pronouns, or in any other way :—

(1) A man came to the door. (2) My bird is lame. (3) That woman slept in the barn. (4) The brown calf bleats. (5) George is ready. (6) I saw a stone. (7) He gave me a piece of gold. (8) The boy found a shell. (9) The cliff was very precipitous. (10) Jack thinks himself quite grown up.

5. Apply all the Adjectives (words or phrases) you can think of to each of the following Nouns :—  
 desert, garden, cabbage, lesson, baby, cottage, biscuit, dress, cloak, eagle, swallow, day, ring, picnic, book.

(N.B.—Phrases of measurement or comparison are often useful for the above purposes—for example, as big as a man's head ; seven feet long ; the size of a pea ; as high as a steeple ; half as tall as I ; not so clever as William, etc.)

### Study of a Paragraph

We take a short paragraph from Kingsley's *Heroes*, and begin by writing it down in separate numbered sentences.

1. Now it came to pass that in time Danaë bore a son ; so beautiful a babe it was that any but King Acrisius would have had pity on it.

2. But he had no pity ; for he took Danaë and her babe down to the seashore and put them into a great chest, and thrust them out to sea for the winds and the waves to carry them whithersoever they would.

3. The north-west wind blew freshly out of the blue mountains and down the pleasant vale of Argos, and away and out to sea.

4. And away and out to sea before it floated the mother and her babe, while all who watched them wept save that cruel father, King Acrisius.

*Points to be noted.*—Study the beginnings of the sentences. All are different. The first word in No. 1 resumes the story, part of which has already been told, for our paragraph is an extract. The second commencing word, *But*, links No. 2 to No. 1, but sets one sentence against the other. The fourth, *And*, connects No. 4 to No. 3. The conjunctions *but* and *and* are usually found midway in a sentence, and until you have full command of the English sentence it is advisable not to use them as commencing words. Remember that Kingsley is a master of English; you are an apprentice.

Nos. 1 and 2 contain semi-colons, because full stops would make too abrupt and definite pauses.

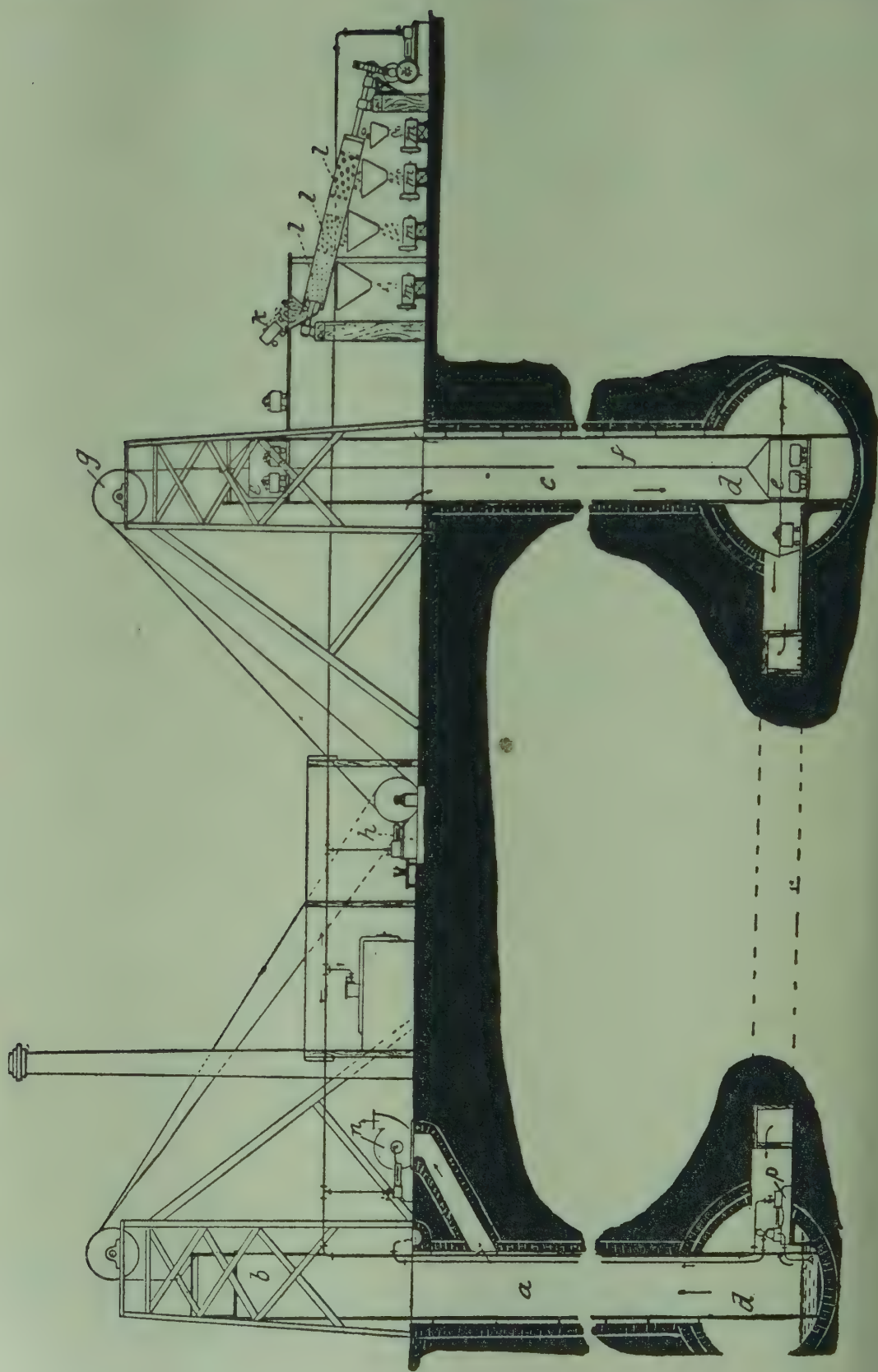
Analyze No. 2 into simple statements, leaving out connecting words, and supplying *he* between *and* and *put*, and between *and* and *thrust*.

Analyze No. 3 in a similar manner.

The language is somewhat poetic—"So beautiful a babe it was"; "whithersoever they would"; "save that cruel father."

Study the epithets. Why "blue" mountains? Also the Adverbs.

Weigh carefully each word in the paragraph to find out its duty in the sentence of which it forms a part.





## CHAPTER XXXV

## Exercise

1. The diagram on page 142 shows a section of a coal-mine. Examine all its details.
2. Write a paragraph describing the construction of the mine, and the method of getting the coal, as well as of loading it into railway trucks.

## Further Paragraph Study

The following is taken from a letter written by the poet William Cowper (1731-1800):—

1. Saturday, my dearest cousin, was a day of receipts.

2. In the morning I received a **box** filled with an abundant variety of stationery ware, **containing** in particular a quantity of *paper* sufficient, well *covered* with good writing, to immortalize any man.

3. I have nothing to do, therefore, but to cover it as aforesaid, and my name will never die.

4. In the evening I received a smaller box, but still more welcome on account of its contents.

5. It contained an almanac in red morocco, a pencil of a new invention, called an everlasting pencil, and a noble purse, with a noble gift in it, called a bank-note for twenty-five pounds.

Study the beginnings. Do No. 2 and No. 4 begin in the same way? It is interesting to note the varying lengths of the sentences. No. 1 is a short, simple statement, but the others are full of variety yet perfectly clear in meaning. No. 5 contains a "series" of Nouns. Select these names, and write a sentence on this model describing the contents of some box or basket.

In No. 2 the two words in heavy type are connected in meaning ; also the two words in italics. Study the nature of the connection.

In No. 2 some writers would have inserted "when it is" or "when it has been" between "sufficient" and "well covered." Do you think either of these clauses is necessary?

In No. 4 some writers would have written, "a box smaller indeed, but." Would this be an improvement?

What would we now say for "a pencil of a new invention"?

Does the repetition of "noble" in No. 5 show that Cowper had a small supply of epithets?

Study the epithets throughout the paragraph.

Consider each of the Pronouns with a view to deciding what person or thing each one refers to.

Which sentence shows Cowper's quiet humour?

### Short Stories

#### I

The poet, Alexander Pope, dined one day with the Prince of Wales and paid him many compliments. "I wonder, Pope," said the Prince, "that you, who are so severe on kings, should be so complimentary to me." "I expect," said the poet, "it is because I like the lion before his claws are grown."

#### 2

A famous punster was asked to make a pun on the spur of the moment. "Upon what subject?" asked the joker. "The king," answered the other. "Oh! sir," said he, "the *king* is no *subject*."

#### 3

Sheridan made his appearance one day in a pair of new boots. "Now guess," said he, "how I came by

these boots." Many guesses were made. "No," said Sheridan, "you haven't hit it nor ever will—I bought them and paid for them."

## 4

A Highlander, who sold brooms, went into a barber's shop in Glasgow to get shaved. The barber said he would take one of his brooms and, after having shaved him, asked him the price of it. "Two-pence," said the Highlander. "No, no," said the barber, "I'll give you a penny, and if that does not satisfy you, take your broom again." The Highlander took it and asked what he had to pay. "A penny," said the barber. "I'll give you a half-penny," said the Highlander, "and if that doesn't satisfy you, put on my beard again."

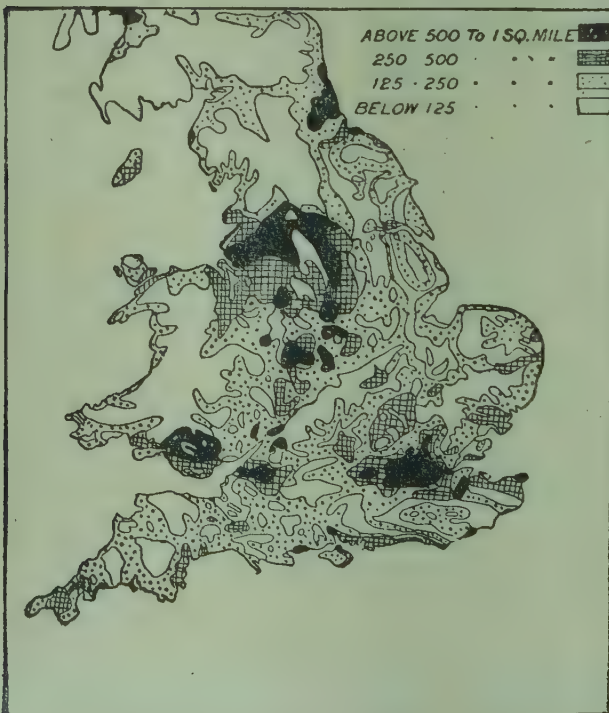
## Exercises

1. Read each of the foregoing stories as often as is necessary to enable you to tell them to some one else.
2. Tell one of these stories to your class.
3. Study carefully the use of inverted or raised commas in these four stories.
4. Note how the following phrases would help you, at some future time, to recall the first of the foregoing stories :—  
Pope the poet—dinner—Prince of Wales—many compliments—Prince's surprise—Pope severe on kings—lion without claws.
5. Make a similar analysis of each of the other stories.
6. Tell the following stories :—  
Plain-looking man at photographer's. Shall have justice. Not justice but mercy.  
Hot summer day. Fox on road. Grapes over garden wall. Jumps and falls short. Jumps and jumps again. Still falls short. Grapes sour.



## CHAPTER XXXVI

### An Exercise in Map Study



THE first map shows the coal-fields of England, the second the density of the population. Write two paragraphs, No. 1 describing the position of the coal-measures, and No. 2 connecting the density of population with the coal-fields, but noting also those districts of dense population which are far removed from the coal.

The tests of your paragraphs will be (1) their clearness of expression; (2) the way in which you vary the form of your sentences, and especially their beginnings.

### Intensive Paragraph Study

The following is

from Dean Stanley's *Historical Memorials of Canterbury*:—

1. Ethelbert was, like all the Saxons, a heathen ; but his wife Bertha was a Christian.

2. She had her Christian chaplain with her, and a little chapel outside the town, which had once been used as a place of British Christian worship, was given up to her use.

3. To Bertha it would be no new thought that possibly she might be the means of converting her husband, and it is probable that Ethelbert had heard enough from Bertha to dispose him favourably towards the new religion.

4. But Ethelbert's conduct on hearing that the strangers were actually arrived was still hesitating.

5. He would not suffer them to come to Canterbury ; they were to remain in the Isle of Thanet, with the Stour flowing between himself and them ; and on no account were they to hold their first interview under a roof—it must be in the open air, for fear of the charms and spells which he feared they might exercise over him.

Study the Pronouns, especially in No. 5. Is Stanley's meaning quite clear in this sentence ?

Note the beginnings of the sentences, as before.

What is meant by saying that No. 1 shows "balance" ?

Study the connectives within the sentences. Does the Relative Pronoun *which* stand close to the Noun to which it refers ? If not, could the sentence be rearranged to make it do so ?

Note the use of the dash after "roof" in No. 5, a construction not to be imitated by an-

apprentice. Can you think of any reason why Stanley did not use a full stop after "roof"?

What difference would it make if No. 3 began, "It would be no new thought to Bertha"?

Do you consider that No. 4 ends well?

### Reflections

Read over once more the paragraph in Chapter XXX. entitled, "A Pause for Thought" (page 124).

Study the face in the frontispiece of this book, and write down your impression of the character of Erasmus.

We have learnt just a little grammar in this book. It may not appear to be very interesting, and it is usually about the least popular subject in school work.

But a knowledge of grammar is necessary for those who wish to use the English language correctly, and for those who wish to study the works of our best writers with the greatest amount of profit. The latter consideration is often overlooked. Let us reflect.

Who are our best writers? Those men and women who have had something to say which was worth saying, and who have said it in the clearest and most worthy manner.

*Clearest and most worthy.* The great Greek thinker, Aristotle, says somewhere that "the essence of language is that it should be clear and not mean." It is worth noting that he puts clearness first; and this is, indeed, the first aim of each writer—to make his meaning perfectly clear.

How does he do this? By writing in the manner accepted by the people of his time as correct; by following certain rules of construction; or, to put the matter in another way, by taking care not to break these rules.

While he is striving to express his thought in the clearest possible manner, he does not trouble himself



consciously about the rules or terms of the grammarian. Many great writers never learnt the grammar of the schools ; but when they had finished their writing they tested its clearness by examining it sentence by sentence, clause by clause, phrase by phrase, and word by word. Where it was found that clearness was lacking it was usually found also that some rule had been broken which had been agreed upon by the people of the period, not in order to please grammarians, but in order to provide a means of understanding each other in the clearest possible way.

We must find out gradually all we can about these rules of speech or language—that is to say, we must learn grammar, so that we may be able to say exactly what has happened when, owing to violation of these rules, an author's meaning is not absolutely clear.

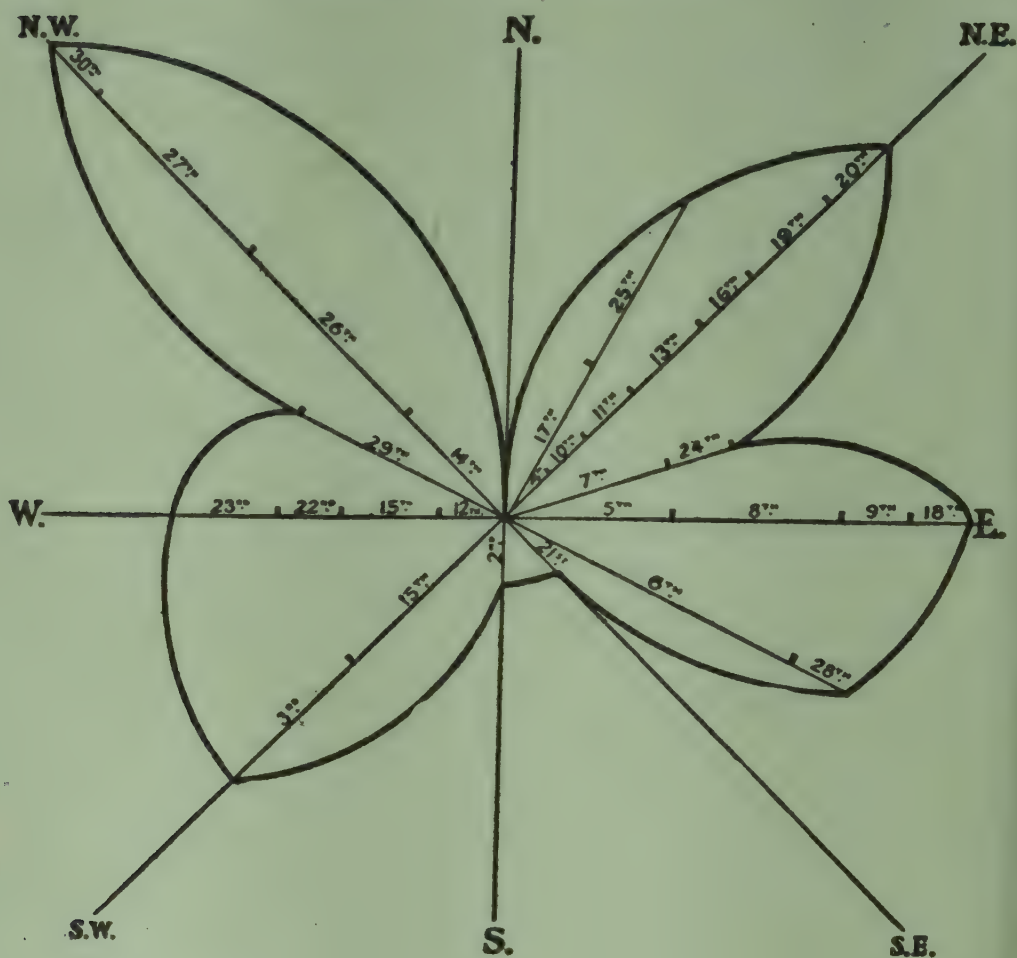
Aristotle's second requirement is that language should be worthy—that is to say, not mean or debased. This does not mean that it should be difficult or high-flown, but that it should be used with the respect that any one owes to his mother tongue ; that words should be carefully chosen to convey the ideas they are employed to express ; and that sentences should be framed in such a manner that they will sound well when read audibly, harmonious and musical, as the English language always becomes when used by one who loves it.

Study the following :—

“ Let me remind you that you cannot use the briefest, the humblest process of thought, cannot so much as resolve to take your bath hot or cold, or decide what to order for breakfast, without forecasting it to yourself in some form of words. Words are, in fine, the only currency in which we can exchange thought even with ourselves. Does it not follow, then, that the more accurately we use words, the closer definition we shall give to our thoughts ? Does it not follow that by drilling ourselves to write perspicuously we train our minds to clarify their thought ?

SIR A. T. QUILLER-COUCH.

## CHAPTER XXXVII



## Exercise

Write a paragraph giving directions for the making of a wind-rose, like the above, using the following particulars :—

Note that lines of direction are faint. Lines from centre represent wind directions on certain consecutive dates. Length of line depends on force of wind (watch a revolving cowl or branches of trees).

Calm,  $\frac{1}{4}$ " to  $\frac{1}{2}$ "; light breeze,  $\frac{3}{4}$ "; strong breeze, 1"; gale  $1\frac{1}{2}$ ".

If wind blows in same direction several days,

add measurements for second and following days to first day ; thus :—

1st	2nd	3rd
-----	-----	-----

At end of period draw heavy curves joining ends of lines.

The tests of your paragraph will be (1) its clearness ; (2) the way in which you vary the form of your sentences.

### Intelligence Questions

1. What is your age ? What age will you be next birthday ? What is the present year ? What was the year of your birth ?
2. If I am 35 years 6 months old, how much older am I than you ? In ten years' time will there be the same difference between our ages ?
3. Tom is 15 and his father is 45. In ten years' time will the father's age still be three times that of Tom ?
4. What is the time ? (Do not look at a watch or clock, but judge the time of day by your feelings, your occupation, the position of the sun, or in some other way.)
5. What is the season of the year ? What is meant by "seasonable" weather ? Is to-day's weather seasonable ?
6. Arrange the following in chronological order :—  
Christopher Columbus, 1440–1506. John Calvin, 1509–1564. Frederick Barbarossa, 1123–1190. Charlemagne, 768–814. Savonarola, 1452–1498. Martin Luther, 1483–1546. Erasmus, 1466–1536. Geoffrey Chaucer, 1328–1400. Jean Froissart, 1337–1410. Dante, 1265–1321.
7. What is the difference between 55 B.C. and 55 A.D. ?
8. Julius Cæsar was assassinated in the year 44 B.C.



If some one said that he was a Christian, what would you say ?

9. Say what is absurd in the following story :—

Gregory went to the Pope by express train and asked him for leave to go and teach the people of Great Britain about God and Christ. He was given leave, and, dressed in the garb of a Protestant, he set out with a band of monks, travelling by Underground so as to keep his mission secret. He had travelled three days along the road which leads southward from Rome, when he and his companions halted towards evening to shelter themselves from the full glare of the sun. They were lying down on some sand, and Gregory was reading, when all at once a grasshopper leapt upon the open book and sat quite still. “ Rightly is the creature called *locusta*,” he said, “ because it seems to say to us, ‘ *loco sta* ’—that is, ‘ stay in your place.’ ”

### A Nonsense Story

1. The following was told by a child of five :—

Once upon a time there was a clown, and the clown jumped on the bed, and the bed jumped on the cup. Then the clown took a pencil and drew on his face. And the clown said, “ Oh, I guess I’ll sit in a rocking-chair.” So the rocking-chair said, “ Ha, ha ! ” and it tumbled away. Then a little pig came along, and he said, “ Could you throw me up and throw an apple down ? ” So the clown threw him so far that he was dead.

2. The following was written by a learned man at Oxford :—

Suddenly a White Rabbit with pink eyes ran close by her.

There was nothing so *very* remarkable in that ;

nor did Alice think it so *very* much out of the way to hear the Rabbit say to itself, "Oh dear! Oh dear! I shall be too late!" (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually *took a watch out of its waistcoat-pocket*, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and was just in time to see it pop down a large rabbit-hole under the hedge.

### Exercises and Questions

1. When do things happen like the above? Describe some dream of your own.
2. Dreams seem to take little bits from things that have really happened quite recently and jumble them all up together. Tom went to spend the day in York, travelling by train from his own village. A gentleman in a top-hat and long black coat met him at the busy station and took him for a walk round the city walls. They had lunch at an old inn—boiled beef, carrots, and suet dumplings. In the afternoon they went to the great cathedral or minster, and heard some lovely music, and Tom noticed that a man was playing a silver cornet in the organ loft. They had cakes and bread and butter and jam and cream horns to tea, and then Tom went home by train.

That night Tom dreamed. Try to describe his jumbled dream.

## PARAGRAPHS FOR INTENSIVE STUDY

## I

ABOUT sunset, as I was preparing to pass the night under a tree near a native village, and had turned my horse loose, that he might graze at liberty, a woman, returning from the labours of the field, stopped to observe me, and perceiving that I was weary and dejected, inquired into my situation, which I briefly explained to her ; whereupon, with looks of great compassion, she took up my saddle and bridle, and told me to follow her.

MUNGO PARK.

## 2

A grasshopper, filled with dew, was merrily singing under a shade ; a whangam, that eats grasshoppers, had marked it for its prey, and was just stretching forth to devour it ; a serpent, that had for a long time fed only on whangams, was coiled up to fasten on the whangam ; a yellow bird was just upon the wing to dart upon the serpent ; Chawak had just stooped from above to seize the yellow bird ; all were intent on their prey, and unmindful of their danger : so the whangam ate the grasshopper, the serpent ate the whangam, the yellow bird the serpent, and the hawk the yellow bird ; when a vulture, sousing from on high, gobbled up the hawk, grasshopper, whangam, and all in a moment.

OLIVER GOLDSMITH.

## 3

All day long, whilst the women were praying ten miles away, the lines of the dauntless English infantry were receiving and repelling the furious charges of the French horsemen. Guns which were heard at Brussels were ploughing up their ranks, and comrades falling,



and the resolute survivors closing in. Towards evening, the attack of the French, repeated and resisted so bravely, slackened in its fury.

W. M. THACKERAY.

## 4

So they went up to the palace ; and when they came in, there stood in the hall Phineus, the brother of King Cepheus, chafing like a bear robbed of her whelps, and with him his sons and his servants, and many an armed man ; and he cried to Cepheus,—

“ You shall not marry your daughter to this stranger [Perseus], of whom no one knows even the name. Was not Andromeda betrothed to my son ? And now that she is safe again, has he not a right to claim her ? ”

CHARLES KINGSLEY.

## 5

The Kaatsberg, or Catskill Mountains, have always been a region full of fable. The Indians considered them the abode of spirits, who influenced the weather, spreading sunshine or clouds over the landscape, and sending good or bad hunting seasons. They were ruled by an old squaw spirit, said to be their mother. She dwelt on the highest peak of the Catskills, and had charge of the doors of day and night, to open and shut them at the proper hour. She hung up the new moons in the skies, and cut up the old ones into stars.

WASHINGTON IRVING.

## 6

The whole three rushed on the king at once. Bruce was on horseback, in the strait pass we have described, betwixt a precipitous rock and a deep lake. He struck the first man, who came up and seized his horse's rein, such a blow with his sword as cut off his hand and freed the bridle. The man bled to death. The other brother had grasped Bruce in the meantime by the leg, and was attempting to throw him from horse-

back. The king, setting spurs to his horse, made the animal suddenly spring forward, so that the Highlander fell under his feet, and as he was endeavouring to rise again Bruce cleft his head in two with his sword.

SIR WALTER SCOTT.

## 7

So flashed and fell the brand Excalibur :  
But ere he dipt the surface, rose an arm  
Clothed in white samite, mystic, wonderful,  
And caught him by the hilt, and brandished him  
Three times, and drew him under in the mere.  
And lightly went the other to the king.

LORD TENNYSON.

## 8

We are told that, up to the age of twelve years, Alfred was fond of hunting and other sports, but that he had not been taught any sort of learning, not so much as to read his own tongue. But he loved the Old-English songs ; and one day his mother had a beautiful book of songs with rich pictures and fine painted initial letters, such as you may often see in ancient books. And she said to her children, " I will give this beautiful book to the one of you who shall first be able to read it." And Alfred said, " Mother, will you really give me the book when I have learned to read it ? " And Osburh said, " Yea, my son." So Alfred went and found a master, and soon learned to read. Then he came to his mother, and read the songs in the beautiful book, and took the book for his own.

PROF. E. A. FREEMAN.

## 9

The traveller played with that child the whole day long, and they were very merry. The sky was so blue, the sun was so bright, the water was so sparkling, the

leaves were so green, the flowers were so lovely, and they heard such singing-birds and saw so many butterflies, *that* everything was beautiful. This was in fine weather. When it rained, they loved to watch the falling drops, and to smell the fresh scents. When it blew, it was delightful to listen to the wind, and fancy what it said, as it came rushing from its home—where was that, they wondered!—whistling and howling, driving the clouds before it, bending the trees, rumbling in the chimneys, shaking the house, and making the sea roar in fury. But, when it snowed, that was best of all; for they liked nothing so well as to look up at the white flakes falling fast and thick, like down from the breasts of millions of white birds; and to see how smooth and deep the drift was; and to listen to the hush upon the paths and roads.

CHARLES DICKENS.

IO

And out of the north the sandstorms rushed upon him, blood-red pillars and wreaths, blotting out the noonday sun; and Perseus fled before them, lest he should be choked by the burning dust. At last the gale fell calm, and he tried to go northward again; but again came down the sandstorms, and swept him back into the waste, and then all was calm and cloudless as before.

CHARLES KINGSLEY.

II

By this time she had found her way into a tidy little room with a table in the window, and on it (as she had hoped) a fan and two or three pairs of tiny white kid gloves: she took up the fan and a pair of the gloves, and was just going to leave the room, when her eye fell upon a little bottle that stood near the looking-glass.

LEWIS CARROLL.



## THE USE OF CAPITAL LETTERS

The capital initial letter is used :—

1. For the first word in each new sentence. Examine any piece of prose.

2. For proper names of persons, places, or things, and for titles of distinction. If the name or title is made up of several words, only the more important have the capital letter. Study the following :—  
William ; James Brown ; Mrs. Smith ; Miss Robinson ;  
William Wilson, Esq. ; House of Lords ; *The Water Babies* ; *The Mill on the Floss* ; Queen of Scotland ;  
Lord Chamberlain ; Earl of Dalkeith ; Austrian Emperor ; Cabinet Minister ; *The Times* ; The Great Charter ; H.R.H. Prince George ; H.M.S. *Rodney* ;  
St. James ; Dr. William Broadbent ; H.M. King George ; The Hon. John Scott.

Note carefully the use of the full stop after capital letters used as abbreviations and after shortened words like Hon. and Esq. *Italics* show titles of books and names of ships.

3. For words which refer to God : *e.g.*, “The judgments of the Lord are right.” “Praise Him !”

4. For names of days, months, and special times of the year : *e.g.*, Monday ; July ; Whitsuntide ; Christmas Day ; Ash Wednesday ; June 24 ; Easter Monday ; Remembrance Day.

5. For the personal pronoun I, and the first letter of a word or phrase of exclamation—for example, “It is I.” She said, “Dear me !”

6. For the first word in each line of poetry.

Study the following :—

- { He looked like a king.
- { He looked like the King of England.
- { I often travel on the Continent.
- { A continent is one of the largest divisions of land.
- { I like a sail on the sea.
- { We crossed the North Sea.

SUBJECTS FOR THOUGHT, DISCUSSION,  
MENTAL PICTURES, AND IMAGINATIVE  
COMPOSITION

(Suggested by NATHANIEL HAWTHORNE.)

1. In an old house a mysterious knocking is heard on the wall where there had formerly been a doorway, now bricked up.
2. Some stolen gold is buried and a tree planted over the spot, embracing it with its roots.
3. An old volume in a large library—every one to be afraid to unclasp and open it, because it is said to be a book of magic.
4. The elephant is not particularly sagacious in the wild state, but becomes so when tamed. The fox directly the contrary, and likewise the wolf.
5. No fountain or dewdrop is so small but that heaven may be imaged in its bosom.
6. Nobody will use other people's experience, nor has any one any of his own till it is too late to use it.
7. The blind man's walk.
8. An old writer says that the bodies of Adam and Eve were clothed in robes of light which vanished after their disobedience.
9. Another says that the body is possessed by two different spirits ; so that half of the visage expresses one mood, and the other half another.  
(Cover up half the face of a full-face portrait.)
10. A fairy tale about chasing Echo to her hiding-place.
11. Personify the winds.
12. The fanciful shapes of clouds.
13. An old looking-glass. Some one finds out the secret of making all the images that have been reflected in it pass back again across its surface.
14. A miser loses all his money. To whom shall he turn?
15. Two little boats of cork with a magnet in one and steel in the other.

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